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ABSTRACT

The document reports on the Macomb 0-3 Regional Project which designed and implemented a model program of early identification and education/remediation for handicapped, high risk, and/or developmentally delayed infants, ages 0 to 3, and their parents who reside in rural areas. Initial sections address the following program components: direct and supplementary services for children, parent/family participation, child evaluation, inservice training for project staff, training for personnel from other programs or agencies, demonstration and dissemination activities, coordination with other agencies, and continuation and replication. It is explained that experiences and activities of the project are based on a developmental approach and the observation of the children and parents' knowledge of child development and handicapping conditions; knowledge of techniques for dealing with handicaps; child centered objectives; home visits to project participants; establishment of sharing center groups and a water activities program; and consultative work with homemakers, day care and nursery school teachers, and teachers of preschool handicapped. The bulk of the document is comprised of tables with statistical data and appendixes which include: an abstract, copies of forms, table of contents for the training manual, summaries of responses to parent satisfaction questionnaires, staff vitae, staff activities accountability program printouts, information on the parent component, staff evaluation results, material on training for personnel from other agencies, dissemination materials, and continuation and replication materials. (SBH)

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Date of Report
Period of Report

Grant Number
Project Number

Grantee Name and Project Name

Western Illinois University
0-3 Rural Education

Principal: Patrick L. Halligan, Ed.D.

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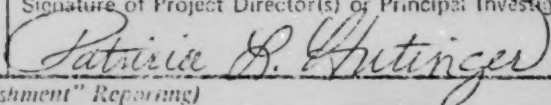
Further monies or other benefits may be, but will not necessarily be, withheld under this program unless this report is completed and filed as required by existing law and regulations (45 CFR 121, GSA FMC 74-7).

Part I

All grantees with awards from programs listed under "General Instructions" above respond.

1. Date of Report: October 27, 1978	2. Grant Number: G00-75-00234 444 AH 70276
3. Period of Report: From: July 1, 1977 to July 31, 1978	To: F.H. Hundemer, Jr., Grants Officer USOE, Grant & Procurement Mgt. Div. 400 Maryland Ave., SW, Rm 5662, ROB#3
4. Grantee Name and Descriptive Name of Project: Western Illinois University 0-3 Rural Early Childhood Handicapped Child/Parent Service	Washington, D.C. 20202

Certification: I certify that to the best of my knowledge and belief this report (consisting of this and subsequent pages and attachments) is correct and complete in all respects, except as may be specifically noted herein.

Typed Name of Project Director(s) or Principal Investigator(s): Patricia L. Hutinger, Ed.D.	Signature of Project Director(s) or Principal Investigator(s): 
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Part II ("Accomplishment" Reporting)

A. All grantees, except for those with awards under 13.443 are to respond to this Section A. Grantees under 13.443 go to B of Part II.

All grantees with awards under 13.444 except those supported solely for "Outreach" activities are to follow the organization of categories listed below in presenting their performance reports. The categories are based on activities common to all Early Childhood projects with the exception noted above for projects solely supported for outreach activities.

- (1) Direct and Supplementary Services for Children's Services
- (2) Parent/Family Participation
- (3) Assessment of Child's Progress
- (4) Inservice Training for Project Staff
- (5) Training for Personnel from other Programs or Agencies
- (6) Demonstration and Dissemination Activities
- (7) Coordination with other Agencies
- (8) Continuation and Replication

The grant application for programs 13.445, 13.446, 13.450, and 13.520 provided for the following functions or activities as categorical headings in the budget and narrative sections:

Research and Development	Dissemination
Demonstration/Service	Preservice/Inservice
Evaluation	Training

Programs 13.451 and 13.452 do not usually require a break-out since the primary function or activity is intrinsic to the respective program.

For each of the above programs, functions, or activities (as well as those of special import for certain programs; e.g., replication, advisory councils, parent involvement) discuss the objectives and subobjectives presented in the approved application (in narrative format) in terms of:

- (a) Accomplishments and milestones met.
- (b) Slippages in attainment and reasons for the slippages.

Refer back to your application and utilize your quantitative quarterly projections, scheduled chronological order and target dates, and data collected and maintained as well as criteria and methodologies used to evaluate results for (a) and (b). For grantees under 13.444, in discussing training or personnel from other programs, include descriptions of types of training, institutions or organizations involved, and numbers of trainees and hours of training received.

Also highlight those phases of the plans of action presented in your application that proved most successful, as well as those that upon implementation did not appear fruitful. NOTE: Outreach grantees are to discuss accomplishments and slippages in terms of replication and stimulation of services, resources provided and field testing and dissemination and training in terms of types of personnel receiving training and the number of hours involved.

Grantees finishing this portion of Part II, go to C of Part II.

B. Reporting for Grantees under 13.443 (Research and Demonstration).

Discuss major activities carried out, major departures from the original plan, problems encountered, significant preliminary findings, results, and a description and evaluation of any final product. Either include copies of, or discuss, information materials released; reports in newspapers, maga-

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- Appendix C. Table of Contents for Training Manual
- Appendix D. Summaries of Responses to Parent Satisfaction Questionnaire
- Appendix E. Baby Buggy Papers (Copies are not included in this report. They may be obtained at the Project office.)
- Appendix F. Staff Vitaes
- Appendix G. Staff Activities Accountability Program (SAAP) Printouts
- Appendix H. Advisory Council
- Appendix I. Parent Component
- Appendix J. Staff Evaluation
- Appendix K. Training for Personnel from Other Agencies
- Appendix L. Dissemination Materials
- Appendix M. Continuation and Replication (Copies of Baby Buggy Papers and Baby Buggy Books are not included in this report. They may be obtained at the Project office.)

PART II

"Accomplishment Reporting"

The Macomb 0-3 Regional Project, a rural child/parent service, is located in the College of Education, Western Illinois University, Macomb, Illinois, and serves children and families in the surrounding three-county rural area. Initially funded to develop a model rural program for the early identification and education/remediation of high risk and handicapped infants from birth to age three, the Project has successfully designed and implemented such a program. In 1978-79, the Project moved into an Outreach phase.

Although the following pages primarily contain the Program Performance Report for the Macomb 0-3 Regional Project during its third year of operation, July 1, 1977 to June 30, 1978, a portion of the data reported reflects information collected over the three-year funding period. A concise description of the Project may be found in Appendix A. The reader is referred to previous proposals and progress reports submitted over the past three years for a complete description and reporting of Project activities.

I. DIRECT AND SUPPLEMENTARY SERVICES FOR CHILDREN'S SERVICE

Population

The specific population served resides in a three-county area of west-central Illinois: Fulton, Hancock, and McDonough Counties. The population included those children under three years of age who exhibit any medical, psychological, or educational handicap that would make them eligible for

educational services if they were above three. Until the advent of P.L. 94-142, in Illinois, children from ages three to six have not been classified for educational/school services by special handicap. Eligibility was based on a noncategorical approach defined as "high risk," which includes such conditions as anoxia at birth, jaundice, birthweight under five pounds, maternal malnutrition, family history, maternal diabetes, and other conditions. The noncategorical approach allowed for services to the aforementioned children classified as "high risk," as well as those who exhibit identifiable handicapping conditions such as Down's syndrome, hydrocephaly, or cerebral palsy.

In order for a noncategorical handicapped, developmentally delayed, or high risk child to be accepted into the Macomb 0-3 Regional Project, parents initially had to agree to weekly home visits with the available option of participating in additional components (sharing centers and WADE program). All parents were asked to complete Project initial forms which included various permission forms, initial screening information, and permission to evaluate the child. See Appendix B for forms revised or developed during the third year.

Referrals

Referrals have been sought and obtained through a variety of sources, both formal and informal, during the past three years. Direct referrals by parents, physicians, Public Health, Mental Health, Child and Family Services, as well as other sources, have been accepted by the Project. Information related to caseload and referrals was channeled through the West Central Illinois Special Education Cooperative (LEA) referral system, so that local school systems and

superintendents were notified of the existence of handicapped preschool children in their districts. Table 1 indicates the referral sources for the caseload of the Project over the three-year period.

Examination of Table 1 shows that referral sources differed somewhat in the three counties served. In Fulton County, the major sources of referrals were the nursing home and the Department of Children and Family Services (DCFS). In Hancock County where the Project coordinator served as an active member of the Interagency Council, there was a wider variety of referral sources. In McDonough County, Public Health was a major source of referrals, as were the Western Illinois Association (in the Project's first year), Department of Child and Family Services, day care centers, and parents.

For the better part of the third year, no formal screening device was used in child/find activities. In May of 1978, however, a new formal screening device was inaugurated in McDonough County by the physical therapists at McDonough County District Hospital. The STEPS UP Developmental Screening System (Carr, Cliff, Gray, Nymann, Redding--El Paso Rehabilitation Center, 1977) is now being used by nurses in physicians' offices, the Public Health nurse in charge of well-baby visitations, and infant project staff members in McDonough County. Screening results are coordinated and maintained by the physical therapy department clerical staff at McDonough District Hospital for the present. Reaction to the STEPS UP system has been uniformly favorable on the part of all medical personnel involved. While there may be some duplication in children screened for the first few months, STEPS UP would seem to represent a definite step toward

TABLE 1
REFERRAL SOURCES

<u>Fulton County</u>		
Number	Handicapping Condition	Referral Source
061	Trisomy 13 Syndrome	Canton Nursing Home
089	Trisomy 13 Syndrome	Canton Nursing Home
*083	Hydranencephalic	Canton Nursing Home
047	Hydranencephalic/brain damage	Canton Nursing Home
056	Cerebral palsy/blind	Canton Nursing Home
060	Severe neurological sequelae	Canton Nursing Home
*036	undetermined	Dept. of Children & Family Services (DCFS)
088	language delay	DCFS
106	malnourished/developmentally delayed	DCFS
029	family history - MR/language delayed	Western Illinois Association
051	suspected hearing loss	Western Illinois Association
*066	undetermined	babysitter
050	developmental delay	High Risk Group
121	developmental delay	neighbor
<u>Hancock County</u>		
*xxx	undetermined	Dept. of Children & Family Services (DCFS)
*xxx	undetermined	DCFS
*085	family history - MR	DCFS
116	motor delay/hydrocephalic	DCFS
082	moderate brain damage	DCFS
063	physical delay	Crippled Children, Rock Island
068	Down's syndrome, heart condition	Crippled Children, Rock Island
025	language delay	Western Illinois Association
*xxx	undetermined	Western Illinois Association
*045	undetermined	Western Illinois Association
055	developmental delay	school system
057	developmental delay	school system
064	developmental delay	school system
028	congenital paralysis, cardiovascular disorder	school system
059	cleft palate	Mental Health
052	delay, esophageal atresion	Mental Health
103	language delay	Mental Health
027	high risk	Public Health
093	high risk, developmental delay	Public Health
075	family history - MR	hospital - Keokuk OB
078	family history - MR	hospital - Carthage OB

REFERRAL SOURCES (cont.)Hancock County (cont.)

Number	Handicapping Condition	Referral Source
104	developmental delay	hospital - McDonough
*054	undetermined	WIU Speech & Hearing
074	microcephalic, motor delay	physician
026	high risk, gross motor delay	parent
067	Cystic Fibrosis	parent
090	hemiparesis	professor at university
*053	undetermined	Western Illinois Association

McDonough County

018	high risk monitor	Public Health
115	high risk, history of seizures	Public Health
109	high risk	Public Health
108	high risk	Public Health
111	environmentally deprived	Public Health
110	environmentally deprived	Public Health
113	environmentally deprived	Public Health
081	premature, slight delay	Public Health
091	premature, respiratory distress	Public Health
048	cleft palate	Public Health
020	cleft palate	Public Health
021	cleft palate, facial anomalies	Public Health
084	failure to thrive, motor delay	Public Health
046	brain damage, severe delay	Public Health
030	history - MR, developmental delay	Public Health
032	malnourished, developmental delay	Public Health
073	apnea episodes, hypsarrhythmia	Public Health
022	esophageal atresia, skin tags	Public Health
087	Williams Syndrome	Public Health
114	hyperactive	Public Health
*037	undetermined	Public Health
041	Cerebral Palsy	Western Illinois Association
040	Cerebral Palsy	Western Illinois Association
038	Cerebral Palsy	Western Illinois Association
016	hypsarrhythmia	Western Illinois Association
044	developmental delay, strabismus	Western Illinois Association
023	microcephalic	Western Illinois Association
039	hydrocephalic	Western Illinois Association
033	behavior problem	Western Illinois Association
072	environmentally deprived, behavior problem	Dept. of Children & Family Services (DCFS)
077	environmentally deprived	DCFS

REFERRAL SOURCES, cont.McDonough County, cont.

Number	Handicapping Condition	Referral Source
062	severe behavior problem	DCFS
095	high risk, environmentally deprived	DCFS
101	high risk, developmental delay	DCFS
094	malnourished, developmental delay	DCFS
102	language delay	DCFS
107	motor delay	DCFS
065	heart condition, slight delay	DCFS
031	family history - MR, developmental delay	school system
034	language and social delay	school system
079	environmentally deprived	Day Care Center
080	environmentally deprived	Day Care Center
070	language delay	Day Care Center
*043	hyperactive	Day Care Center
024	severe delay, autistic	Day Care Center
069	language delay	Bushnell Mental Health
019	facial palsy	United Cerebral Palsy
118	high risk	McDonough Hospital
119	high risk	McDonough Hospital
120	high risk	McDonough Hospital
042	high risk monitor	parent
017	high risk	parent
*035	hip displaced	parent
092	hyperactive	parent
071	high risk monitor, respiratory distress	parent
100	developmental delay	community member
086	slight visual-motor problem	babysitter
105	speech delay and behavior problem	babysitter
076	hypothyroidism/motor delay	physician
112	developmental delay - motor delay	physician
117	family history - MR	physician
049	developmental delay	High Risk Support Group

*13 referrals were never serviced

systematic, comprehensive screening of newborns in McDonough County. As yet no such system exists in either Fulton or Hancock County.

Caseload

A total of 101 children were referred to the Project and assigned code numbers in the period from October 1, 1975, through June 30, 1978. Of this total, 85 children actively participated in the Project. Table 2 represents the total number of children seen, general handicapping condition, placement, and follow-up where applicable. In the period from July 1, 1977, to June 30, 1978, 43 children were actively involved in the Project.

It is important to note in Table 2 that the column labeled "Involved in Project" indicates whether or not the child was actually involved in the Macomb 0-3 Project on June 30, 1978. With the exception of 16 children, a "No" entry in that column indicates that the child had been a part of the Project at one time, but for one reason or another was no longer being serviced. Table 2 also shows placement of the children after they left the Project, as well as indication of follow-up where applicable. It is also of interest to note that Table 2 is arranged by a general classification of handicapping conditions ranging from "Physically Handicapped," "Multiply Handicapped," and "At Risk" to "Other Conditions."

Medical and Family Coordination

Medical stabilization of the child and family support are prerequisite to education and remediation. Direct services to children include transportation of children residing in rural areas to the Crippled Children's Diagnostic Clinic

TABLE 2

A SUMMARY OF CHILDREN BY HANDICAPPING CONDITION, PLACEMENT AND FOLLOW-UP (OTHER CONDITIONS)

1975-1978

CHILDREN SEEN	DATE	HANDICAPPING CONDITION	INVOLVED IN PROJECT*	PLACEMENT	FOLLOW-UP
016		HYPSARYTHMIA (REVERSED BRAIN WAVES)	NO	PRESCHOOL HANDICAP	CONTACT W/PRESCHOOL
024		POSS. INF. AUT. SEVERE LANG/MOTOR DELAY	NO	BAPTIST DAY CARE	CONTACT W/PRESCHOOL
025		SEVERE BEH. PROB., LANG. DELAY	NO	RELOCATED	
031		BEHAVIOR PROBLEM	NO	RELOCATED	MOTHER
034		LANGUAGE & SOCIAL DELAY	NO	PRESCHOOL HANDICAP	
050		POSSIBLE CHROMOSOME 18	YES	MACOMB 0-3	
057		LANG. DELAY/ENVIRONMENTALLY DEPRIVED	YES	MACOMB 0-3	
062		SEVERE BEHAVIOR PROBLEM	NO	PRESCHOOL HANDICAP	PRESCHOOL & PARENT
063		PHYSICAL DELAY	YES	MACOMB 0-3	
064		DEV. DELAY/ENVIRONMENTALLY DEPRIVED	YES	MACOMB 0-3	
069		LANGUAGE DELAY/POSS. HEARING LOSS	NO	RELOCATED	PHONE CALL
070		LANGUAGE DELAY	NO	PRESCHOOL HANDICAP	PRESCHOOL
072		ENVIRONMENTALLY DEPRIVED/BEHAVIOR PRB	NO	RELOCATED	
074		UNDIAG. CONVULSIVE DISORDER	NO	RELOCATED	
076		FAILURE TO THRIVE	NO	HOME/PARENT N2	DCFS
086		MOTOR DELAY/UNDIAG. CONVULS. DISORDER	YES	MACOMB 0-3	
087		MOTOR DELAY/UNDIAG. SYNDROME	YES	MACOMB 0-3	
089		LANGUAGE DELAY	YES	MACOMB 0-3	
092		HYPERACTIVE	YES	MACOMB 0-3	
102		LANG. DELAY/ENVIR. DEPRIVED	YES	MACOMB 0-3	
104		FAILURE TO THRIVE	NO	RELOCATED	CONTACT W/AGENCY
105		HEARING IMPAIRED/SPEECH PROBLEM	NO	SPEECH & HEARING	PARENTS
106		MALNOURISHED/GENERAL DELAY	YES	MACOMB 0-3	
112		MOTOR & LANG. DELAY/POSS. MOD. C.P.	YES	MACOMB 0-3	
121		MOTOR DELAY/NEGLECTED	YES	MACOMB 0-3	

A SUMMARY OF CHILDREN BY HANDICAPPING CONDITION, PLACEMENT AND FOLLOW-UP (PHYSICALLY HANDICAPPED)

CHILDREN SEEN	DATE	HANDICAPPING CONDITION	INVOLVED IN PROJECT	PLACEMENT	FOLLOW-UP
019		FACIAL PALSY/HAND TREMORS	NO	RELOCATED SIRSEA	CONTACTED SIRSEA
020		DOUBLE CLEFT PALATE/MID-FAC ANOMOLIES	NO	NURSERY SCHOOL	CONTACT W/ SCHOOL
021		CLEFT PALATE/FACIAL ANOMALIES	NO	PRESCHOOL HANDICAP	PARENTS
023		PRIMARY MICROCEPHALIC	NO	PRE-SCHOOL	CONTACT W/ SCHOOL
030		POSSIBLE ATHETOID C.P.	YES	MACOMB 0-3	
038		QUADRIPLEGIC CP/LANG. DELAY	NO	PRESCHOOL HANDICAP	PERIODIC VISITS
048		CLEFT PALATE	NO	RELOCATED	
059		CLEFT PALATE & LIP/LANGUAGE DELA	YES	PRESCHOOL HANDICAP	PARENTS
076		HYPOTHYROIDISM/MOTOR DELAY	YES	MACOMB 0-3	
090		HEMIPARESIS	YES	MACOMB 0-3	
117		POSSIBLE BONE MALFORMATION	YES	MACOMB 0-3	

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*The column "involved in project" is not an indicator of the total children serviced by the Project for this entire period. It is only an indication of whether or not the child was involved on June 30, 1978.

A SUMMARY OF CHILDREN BY HANDICAPPING CONDITION, PLACEMENT AND FOLLOW-UP (MULTIPLY HANDICAPPED)

CHILDREN SEEN	DATE	HANDICAPPING CONDITION	INVOLVED IN PROJECT	PLACEMENT	FOLLOW-UP
039		HYDROENCEPHALIC/SEVERE MR	NO	HOME	PUBLIC SCHOOL CONT
040		QUADRIPLEGIC CP/MR/HYDROCEPHALIC	NO	DECEASED	
041		QUADRIPLEGIC CP/MR	NO	RELOCATED	CONTACT W/PARENTS
046		SEVERE BRAIN DAMAGE/MR	NO	ALLIED AGENCIES	CONTACT W/ PARENTS
047		HYDROENCEPHALIC	NO	DECEASED	
052		TRACHEOTOMY/BRAIN DAMAGE	NO	DECEASED	
056		CP/BLIND	YES	MACOMB 0-3 (CNH)	
060		SEVERE NEUROLOGICAL SEQUALAE	NO	CLASS. AT NURS. CTR	TEACHER
061		CLEFT PALATE&LIP/MR/CHROM.13(LONG ARM	YES	MACOMB 0-3 (CNH)	
068		DOWNS SYND./ATRUC-VENT CANAL W/ HYP.	YES	MACOMB 0-3	
083		HYDROENCEPHALIC	YES	MACOMB 0-3	
087		TRISOMY 18	NO	DECEASED	
116		HYDROCEPHALIC/CLUB FOOT	YES	MACOMB 0-3	

A SUMMARY OF CHILDREN BY HANDICAPPING CONDITION, PLACEMENT AND FOLLOW-UP (HIGH RISK)

CHILDREN SEEN	DATE	HANDICAPPING CONDITION	INVOLVED IN PROJECT	PLACEMENT	FOLLOW-UP
026		GROSS MOTOR DELAY/PREMATURE	YES	MACOMB 0-3	
032		MALNOURISHED/PREMATURE	NO	RELOCATED	
049		PREMATURE/RESPIRATORY PROBLEMS	YES	MACOMB 0-3	
055		PREMATURE/JAUNDICE	YES	MACOMB 0-3	
067		CYSTIC FIBROSIS	YES	MACOMB 0-3	
071		RESPIRATORY DISTRESS	YES	MACOMB 0-3	
072		APNEA AT BIRTH/UNDIAG. CONV. DISORDER	YES	MACOMB 0-3	
081		PREMATURE/MOTOR DELAY	YES	MACOMB 0-3	
093		PREMATURE	YES	MACOMB 0-3	
101		JAUNDICED	NO	RELOCATED	CONTACT W/ AGENCY
103		PREMATURE	YES	MACOMB 0-3	
109		RESPIRATORY DISTRESS	YES	MACOMB 0-3	
113		ANEMIC	YES	MACOMB 0-3	
115		SEIZURED	YES	MACOMB 0-3	

A SUMMARY OF CHILDREN BY HANDICAPPING CONDITION, PLACEMENT AND FOLLOW-UP (AT RISK/LITTLE DELAY)

CHILDREN SEEN	DATE	HANDICAPPING CONDITION	INVOLVED IN PROJECT	PLACEMENT	FOLLOW-UP
017		VIRAL MENINGITIS	NO	RELOCATED	PHONE CALLS
018		PNEUMONIA AT BIRTH	NO	RELOCATED	CONTACT W/ MOTHER
022		ESOPHOGEAL ATRESIA/SKIN TAGS	YES	MACOMB 0-3	
027		PREMATURE (FOLLOW AT NO REQUEST)	NO	RELOCATED	
028		CONGENITAL PALYLSIS/CARDIOVASC.DISORD	YES	MACOMB 0-3	
029		FAMILY HISTORY OF NF/LANG. DELAY	YES	MACOMB 0-3	
031		FAMILY HISTORY OF MR	NO	PRE SCHOOL	CONTACT W/ PARENTS
042		COLLAPSED LUNG W/OPPER RESP.ANOMOLIES	NO	HOM	CONTACT W/PARENTS
044		SYNABISIOS/NOBAREVELOPMENTAL DELAY	NO	RELOCATED	
051		DEPRIV. DEPRIV. DEPRIV. HIST HEARING LS	NO	HOM (PARENT NT IN	
065		VENTRICULAR SEPTAL DEFECT/SLIGHT DELAY	NO	RELOCATED	
075		FAMILY HISTORY OF MR/PREMATURE	NO	RELOCATED	
078		FAMILY HISTORY OF MR	YES	MACOMB 0-3	
079		FAMILY HISTORY OF MR	NO	NURSERY SCHOOL	
080		FAMILY HISTORY OF MR/GEN. DELAY	NO	HOM /PARENTS NI	PARENTS
091		PREMATURE/RESPIRATORY DISTRESS	YES	MACOMB 0-3	
094		MOTOR DELAY/MALNOURISHED	NO	MOVED	DCFS
095		LANG. DELAY/ENVIR. DEPRIVED	NO	MOVED	DCFS
102		LANG. DELAY/ENVIR. DEPRIVED	YES	MACOMB 0-3	
110		ENVIRONMENTALLY DEPRIVED	YES	MACOMB 0-3	
111		ENVIR. DEPRIV./YOUNG MOTHER	YES	MACOMB 0-3	
120		SLIGHT LANG. & MOTOR DELAY	YES	MACOMB 0-3	

A SUMMARY OF CHILDREN BY HANDICAPPING CONDITION, PLACEMENT AND FOLLOW-UP (NOT SERVED)

CHILDREN SEEN	DATE	HANDICAPPING CONDITION	INVOLVED IN PROJECT	PLACEMENT	FOLLOW-UP
035		HIP DEFORMITY-CORRECTED/NO HANDI.COND	NO	NOT WARRANTED	
036		MOTOR/LANG.DELAY/MINIMAL BRAIN DAMAGE	NO	REFERRED TO WIA(3)	CONTACT W/AGENCY
037		SEVERE DEVELOPMENTAL DELAY	NO	REFERRED TO WIA(3)	CONTACT W/AGENCY
043		HYPERACTIVITY	NO	REFERRED TO WIA(3)	CONTACT W/AGENCY
045		MALNOURISHED/ ENVIRONMENTALLY DEPRIVED	NO		
053		ENVIRONMENTALLY DEPRIVED	NO		
054		HEARING IMPAIRED	NO	HOM. PARENTS N/I	
058		GENERAL DELAY	NO	RELOCATED	
066		SEVERE BEHAVIOR PROBLEM	NO	HOM (ALREADY 3)	
072		MODERATE BRAIN DAMAGE	NO	HOM PARENT N/I	
075		FAM HISTORY OF MR/MOD. DELAY	NO	REFERRED TO W.I.A.	
077		POSSIBLE DELAY	NO	NOT WARRANTED	
100		LANGUAGE DELAY	NO	HOM PARENTS NI	
118		PREMATURE (TRIPLT)	NO	HOM-PARENTS NI	
119		PREMATURE (TRIPLT)	NO	HOM-PARENTS NI	
120		PREMATURE (TRIPLT)	NO	HOM-PARENTS NI	

in Macomb for complete diagnostic evaluation. With the aid of reminders from the Project staff, parents took part in immunization clinics sponsored periodically by the McDonough County Public Health Department. Physicians were contacted in all cases for pertinent records and recommendations; information received was immediately acknowledged by mail.

A summary of medical and family coordination activities for the third year is contained in Table 3. STEPS UP screening was administered to 41 Project children in McDonough County between April and June, 1978, and results of the screening were delivered to the coordinating agency at McDonough District Hospital. Arrangements for the completion of 17 children's hearing and language evaluations were made at the Speech and Hearing Clinic of Western Illinois University; 11 of these families were also transported to the clinic. In addition, physical therapy for four children was arranged. Mrs. Lavilla Walker, M.S., O.T.R., worked with the Project as an occupational therapist consultant, accompanying Child Development Specialists on a semi-monthly visit to selected families where she examined the child, evaluated his/her motor development, and made recommendations for specific activities to be incorporated into the activity plans for the individual child. A total of 78 O.T. visits were made in the third year; 36 different Project children required these services. A summary of the number of families involved in medical stabilization activities over the three-year period is found in Table 4.

Home Visits

The Child Development Specialists (CDSs) make home visits on a weekly basis after a child has been accepted into the program. If a high risk referral

TABLE 3

Medical and Family Coordination Activities

July 1, 1977 - May 31, 1978

Consultation	CDS Involvement	# of Children	# of Times Per Child
Crippled Children's Clinic	Arrangements made	1	1
		1	2
	Transported and/or attended	1	1
		1	2
Speech Diagnostics	Arrangements made	11	1
	Transported and/or attended	6	1
Audiology	Arrangements made	6	1
	Transported and/or attended	5	1
Occupational Therapy	Arrangements made	26	1
		14	2
	Transported and/or attended	28	1
		9	2
		1	3
Physical Therapy	Arrangements made	4	3
	Transported and/or attended	4	3
Pediatric Neurologist	Arrangements made	2	1
	Transported and/or attended	1	1
Physicians	25 Contacts resulting in referrals to Project	4	1
Hospitals	Contacts resulting in referrals to Project	5	1

TABLE 4

Number of Families Involved in Medical Stabilization
1975-78

Consultation	CDS Involvement	75-76	76-77	77-78	Totals
Family Physician	Contact for Records	9	33	43	85
Crippled Children's Clinic	Arrangements made/Transported/ attended	2	3	2	7
Speech Diagnostics	Arrangements made/Transported/ attended	9	8	11	28
Audiology	Arrangements made/Transported/ attended	9	5	6	20
Occupational Therapy	Arrangements made/Transported/ attended	--	15	40	55
Physical Therapy	Arrangements made/Transported/ attended	4	1	4	9
Pediatric Neurologist	Arrangements made/Transported/ attended	2	--	2	4
Public Health - baby shots	Arrangements made/Transported/ attended	--	2	--	2
Visual Consultant	Arrangements made/Transported/ attended	4	4	--	8

TABLE 4 (cont.)

Consultation	CDS Involvement	75-76	76-77	77-78	Totals
Orthopedic Surgeon	Arrangements made/Transported/ attended	2	3	--	5
Allied Agencies	Arrangements made/Transported/ attended	2	--	--	2

has been determined by the CDS and the parent to show no demonstrated delay, the child is monitored by means of monthly home visits or participation in sharing centers. The rationale, procedures, and activities involved in home visits has been written and compiled in a training manual for home visitors, as well as an overview in a short Baby Buggy book, Your House or Ours. Both the manual and book were developed during the Project's third year. See Appendix C for table of contents of the home visit component of the training manual; Baby Buggy Book #3 may be found in Appendix L.

A total of 943 home visits to families was attempted from July 1, 1977 to June 30, 1978. The total number of home visits was determined through tallies of records kept by each CDS on a Monthly Family Service Summary form. Table 5 contains a summary of Service Delivery activities, including the home visits, which took place during the third year. Table 6 contains a summary of Service Delivery activities over the three-year period, 1975-1978.

A record of home visits and service delivery activities is also maintained in the Staff Activities Accountability Program--SAAP. (See Table 7.) In the SAAP format, home visits are also divided into such activities as "Diagnostic Evaluations" and "Physical Evaluation." In addition, initial home visits are not recorded as home visits in the SAAP data reported in Table 7 since they are part of a System Entry category. For these reasons, reported totals from the monthly records (Table 5) do not coincide exactly with the SAAP data. The SAAP data also breaks activities into finer details than do the general monthly service summary records.

TABLE 5
SERVICE DELIVERY ACTIVITIES*
July 1, 1977 - June 30, 1978

<u>Activity</u>	July	August	September	October	November	December	January	February	March	April	May	June	Totals
Attempted Home Visits	68	35	97	115	100	62	86	81	82	80	102	35	943
Home Visits	56	33	87	103	92	52	81	75	68	65	99	33	844
No Shows-- Home Visits	12	2	10	12	8	10	5	6	14	15	3	2	99
Sharing Centers	2	1	1	2	1	1	2	4	2	3	3	2	24
Sharing Centers-- Water Activities	4	2	1	1	0	0	0	0	2	3	2	0	15

*Data taken from Monthly Family Service Summaries completed by CDSs

TABLE 6
SERVICE DELIVERY ACTIVITIES
1975-1978

Activity	1975-76	1976-77	1977-78	3-Year Totals
Home Visits	75	547	844	1466
No Shows - Home Visits	7	57	99	163
Sharing Centers	19	24	24	67
Sharing Centers--Water Activities	14	23	15	52

TABLE 7

DIRECT SERVICES AND EVALUATION OF ALL CHILDREN

Hours Spent by Service Delivery Staff in 100 and

78/06/28

FILE F78SAAP (CREATION DATE = 78/06/27.)

200 Level Categories for 10 1/2 Months (1977-78) according to SAAP Data

CRITERION VARIABLE							
BROKEN DOWN BY							
DESCRIPTION OF SUBPOPULATIONS							
CRITERION VARIABLE	TIME ACT	TIME IN HOURS					
BROKEN DOWN BY	ACT	ACTIVITY					
BY	TO	PERSON					
VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
FOR ENTIRE POPULATION			862.8333	.7990	.4058	.1647	(1040)
ACT	101	REFER. TO OTHER AGEN	3.0833	.7708	.5063	.2564	(4)
ID	4	JULIE LONGANECKER	2.5000	.8333	.6009	.3611	(3)
ID	4	PATTI DONSBACH	.5833	.5833	0	0	(1)
ACT	102	HOME VISIT	457.4167	.8527	.3182	.1013	(771)
ID	4	JULIE LONGANECKER	173.1667	.7836	.3019	.0911	(221)
ID	5	ULINDA EILERS	169.7500	1.0165	.1231	.0152	(167)
ID	6	PATTI DONSBACH	143.3333	.8333	.2752	.0757	(32)
ID	7	CATHY HOMMEL	218.7500	.7869	.2738	.0750	(278)
ID	10	BARRARA HOUCK	21.0833	1.0040	.4047	.1670	(21)
ID	11	DIANA HARTNICK	31.3333	.9792	.7968	.6349	(32)
ACT	104	ATTEN. HOME VISIT	1.5333	.3097	.1272	.0162	(55)
ID	4	JULIE LONGANECKER	1.2500	.3250	.0439	.0019	(10)
ID	5	ULINDA EILERS	.0000	.0000	.0000	.0000	(3)
ID	6	PATTI DONSBACH	.7500	.4898	.5068	.2568	(3)
ID	7	CATHY HOMMEL	.8333	.1011	.6849	.0072	(29)
ID	11	DIANA HARTNICK	.7000	.1400	.2040	.0416	(5)
ACT	105	SHARING CENTERS	30.4500	1.2936	.6243	.3890	(39)
ID	4	JULIE LONGANECKER	13.0833	.5033	.3140	.1011	(13)
ID	5	ULINDA EILERS	3.5000	1.5000	0	0	(1)
ID	6	PATTI DONSBACH	3.7500	1.5000	.4402	.1937	(6)
ID	7	CATHY HOMMEL	1.6167	.8083	.5010	.2510	(14)
ID	10	BARRARA HOUCK	.0000	.0000	0	0	(1)
ID	11	DIANA HARTNICK	5.0000	1.3750	.2500	.0625	(8)
ACT	106	PARENT STUDY GRP	7.5000	1.5000	0	0	(5)
ID	4	JULIE LONGANECKER	3.0000	1.5000	0	0	(3)
ID	7	CATHY HOMMEL	3.0000	1.5000	0	0	(2)
ID	10	BARRARA HOUCK	1.5000	1.5000	0	0	(1)
ACT	111	WATER ACTIVITIES	21.9000	.8111	.3708	.1375	(27)
ID	4	JULIE LONGANECKER	7.5000	.8714	.1890	.0357	(7)
ID	5	ULINDA EILERS	1.0000	.0000	0	0	(1)
ID	6	PATTI DONSBACH	1.0000	.0000	0	0	(4)
ID	7	CATHY HOMMEL	8.1500	.4611	.4126	.1702	(9)
ID	10	BARRARA HOUCK	8.2500	.8500	.2236	.0500	(5)
ID	11	DIANA HARTNICK	1.0000	1.0000	0	0	(1)
ACT	112	TRANSPORTATION	13.9167	.5355	.4360	.1901	(26)
ID	4	JULIE LONGANECKER	6.3333	.8222	.2808	.0786	(15)
ID	6	PATTI DONSBACH	2.5833	.5167	.1087	.0116	(3)
ID	7	CATHY HOMMEL	1.1667	1.0556	1.1134	.1134	(3)
ID	11	DIANA HARTNICK	1.8333	.6111	.4194	.1759	(3)
ACT	203	DIAG. EVAL.	25.8333	.4613	.2720	.0740	(54)

DIRECT SERVICES AND EVALUATION OF ALL CHILDREN

7/10/67

CRITERION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
ACT	205	SPEECH LANG. EVAL.	6.5833	1.6458	.7718	.5956	6
DO	4	JULIE LONGANECKER	1.0000	1.0000	0	0	1
DO	5	ULINDA EILERS	1.0000	1.0000	0	0	1
DO	6	PATTI DONSBACH	1.6667	1.6667	0	0	1
DO	7	CATHY HOMMEL	2.4167	2.4167	0	0	1
DO	10	BARBARA HOUICK	2.0000	2.0000	0	0	1
ACT	206	HEARING EVALUATION	5.2500	1.3125	.5208	.2711	5
DO	4	PATTI DONSBACH	1.0000	1.0000	0	0	1
DO	7	CATHY HOMMEL	2.2500	2.2500	.4036	.1629	1
ACT	207	PHYSICAL EVALUATION	49.5833	12.3958	.5353	.2866	7
DO	4	JULIE LONGANECKER	11.0000	11.0000	.4472	.2000	1
DO	5	ULINDA EILERS	11.0000	11.0000	.4472	.2000	1
DO	6	PATTI DONSBACH	11.2500	11.2500	.4472	.2000	1
DO	7	CATHY HOMMEL	17.3333	17.3333	.2046	.0419	1
DO	10	BARBARA HOUICK	20.0000	20.0000	.4269	.1822	1
DO	11	DIANA BARTNICK	20.5000	20.5000	.4472	.2000	1
ACT	213	STAFF EVAL.	7.1667	1.7917	.5626	.3165	7
DO	4	JULIE LONGANECKER	1.5000	1.5000	.3536	.1250	1
DO	6	PATTI DONSBACH	2.0000	2.0000	0	0	1
DO	7	CATHY HOMMEL	2.6667	2.6667	.5549	.3079	1
DO	10	BARBARA HOUICK	1.0000	1.0000	0	0	1
ACT	214	PART EVAL.	2.6667	.6667	.1725	.0298	7
DO	4	JULIE LONGANECKER	2.4167	2.4167	0	0	1
DO	7	CATHY HOMMEL	2.2500	2.2500	.1882	.0354	1

TOTAL CASES = 7004 OR 86.3 PCT.

MISSING CASES = 6724 OR 86.3 PCT.

A listing of service delivery and evaluation activities for the children serviced during the third year is found in Table 8. The children were grouped by general handicapping condition categories, as they were earlier for information on placement. Although it is difficult to identify some handicapping conditions in young children (a rationale for the noncategorical approach used in Illinois), for purposes of record keeping and analysis of various data, children were grouped into broad classifications.

Table 8 reports SAAP data for 100 (Service Delivery) and 200 (Evaluation) level activities for each staff member involved in direct services. The number of hours spent in each activity is also shown. The total number of cases (column N) multiplied times the mean number of hours, results in the figures in the "SUM" column. Table 9, also derived from SAAP data, indicates entry level (000-099) activities, personnel, and the amount of time spent in activities.

Records were kept of each home visit in the form of a log of events and activity plans. During the last half of the third year, the activity plan form was revised to contain space for evaluation of the activities which took place during the home visit. (See Appendix B for the revised Activity Plan form.)

During home visits, the CDSs provided some specific counseling to parents immediately on the basis of expressed or observed needs. With some families who were experiencing a wide variety of problems, a portion of almost every home visit was considered a mini-counseling session.

Parent satisfaction regarding home visits was measured through responses to interviews by an independent evaluator who went to the home every six months.

TABLE 8

HOURS SPENT IN DIR. SERV./EVAL. W/ CHILDREN BY HANDICAP Hours Spent in Direct Service and 78/07/10.
 FILE F7A5AAP (CREATION DATE = 7P/07/07.) Evaluation with Children (Contact) Served in 10/1
 Month Period, 1977-78, Grouped by General Handicapping Conditions

CRITERION VARIABLE		TIME	DESCRIPTION		OF SUBPOPULATIONS			
BROKEN DOWN BY		HAND	TIME IN HOURS		HANDICAP CONDITION			
		BY	ACT		CONTACT ACTIVITY			
		BY	ACT					
VARIABLE	CODE	VALUE	LABEL	SUM	MEAN	STD DEV	VARIANCE	N
FOR ENTIRE POPULATION								
				751.7833	.7750	.3451	.1191	(970)
HAND	1.		OTHER CONDITIONS	224.5833	.8108	.3353	.1128	(277)
CONT	33.			4.5000	1.0000	.2536	.0500	(5)
ACT	102.		HOME VISIT	4.0000	1.0000	0	0	(4)
ACT	203.		DIAG. EVAL.	.5000	.5000	0	0	(1)
CONT	34.			8.1667	.8167	.2854	.0815	(10)
ACT	102.		HOME VISIT	7.5000	.9375	.1157	.0138	(8)
ACT	104.		ATTEN. HOME VISIT	.1667	.1667	0	0	(1)
ACT	203.		DIAG. EVAL.	.5000	.5000	0	0	(1)
CONT	50.			24.5833	1.0243	.2350	.0592	(24)
ACT	102.		HOME VISIT	21.7500	1.0875	.1863	.0347	(20)
ACT	208.		PHYSICAL EVALUATION	2.8333	.7083	.2097	.0440	(4)
CONT	57.			27.8333	.9275	.2271	.0516	(30)
ACT	102.		HOME VISIT	27.0000	1.0000	0	0	(27)
ACT	104.		ATTEN. HOME VISIT	.8333	.1667	.1179	.0139	(2)
ACT	208.		PHYSICAL EVALUATION	.5000	.5000	0	0	(1)
CONT	62.			16.4167	.8640	.4341	.1884	(19)
ACT	101.		REFER. TO OTHER AGEN	1.5000	1.5000	0	0	(1)
ACT	102.		HOME VISIT	13.9167	.9702	.3391	.1150	(18)
ACT	111.		WATER ACTIVITIES	.0833	.0833	0	0	(1)
ACT	203.		DIAG. EVAL.	.1667	.1667	0	0	(1)
ACT	208.		PHYSICAL EVALUATION	1.0833	.5417	.1768	.0313	(2)
CONT	63.			17.0833	.9491	.3188	.1014	(15)
ACT	102.		HOME VISIT	15.7500	1.0500	.2153	.0554	(15)
ACT	208.		PHYSICAL EVALUATION	1.3333	.4444	.1273	.0162	(3)
CONT	68.			34.1667	.8333	.2719	.0739	(20)
ACT	102.		HOME VISIT	31.9167	.9133	.2106	.0444	(18)
ACT	104.		ATTEN. HOME VISIT	.2500	.2500	0	0	(1)
ACT	203.		DIAG. EVAL.	.5000	.5000	0	0	(1)
ACT	208.		PHYSICAL EVALUATION	1.6667	.6667	.0549	.0035	(2)
ACT	208.		PHYSICAL EVALUATION	1.2500	.6250			(2)
CONT	70.			4.1667	.8333	.1737	.0300	(5)
ACT	102.		HOME VISIT	4.1667	.8333	.1737	.0300	(5)
CONT	70.			17.0833	.5698	.2157	.0997	(30)
ACT	102.		HOME VISIT	15.1667	.6319	.2400	.0899	(28)

HOURS SPENT IN DIR. SERV./EVAL. BY CHILDREN BY HANDICAP

78707710

CRITERION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
ACT	104.	ATTEN. HOME VISIT	1.3333	.1111	.0481	.0023	(3)
ACT	203.	DIAG. EVAL.	1.5000	.5278	.2097	.0440	(3)
CONT	72.	HOME VISIT	1.5000	.7500	.3536	.1250	(2)
ACT	102.	HOME VISIT	1.5000	.7500	.3536	.1250	(2)
CONT	74.	HOME VISIT	1.5000	.3929	.3804	.1447	(14)
ACT	102.	HOME VISIT	1.5000	.7167	.4662	.2174	(5)
ACT	104.	ATTEN. HOME VISIT	1.4167	.1771	.1215	.0148	(8)
ACT	204.	PHYSICAL EVALUATION	.5000	.5000	0	0	(1)
CONT	84.	HOME VISIT	2.8333	.4722	.1639	.0269	(6)
ACT	102.	HOME VISIT	2.1667	.5417	.1596	.0255	(4)
ACT	203.	DIAG. EVAL.	.6667	.3333	0	0	(2)
CONT	82.	HOME VISIT	1.0000	1.0000	0	0	(1)
ACT	204.	PHYSICAL EVALUATION	1.0000	1.0000	0	0	(1)
CONT	81.	HOME VISIT	19.8333	.7345	.2942	.0866	(27)
ACT	102.	HOME VISIT	18.8333	.7639	.2904	.0843	(24)
ACT	204.	PHYSICAL EVALUATION	1.5000	.5000	.2500	.0625	(3)
CONT	88.	HOME VISIT	3.7500	.7500	.3536	.1250	(5)
ACT	102.	HOME VISIT	2.7500	.9167	.3819	.1458	(3)
ACT	203.	DIAG. EVAL.	.5000	.5000	0	0	(1)
ACT	204.	PHYSICAL EVALUATION	.5000	.5000	0	0	(1)
CONT	52.	HOME VISIT	16.5000	.8292	.2955	.0871	(20)
ACT	102.	HOME VISIT	14.8333	.9271	.2245	.0527	(16)
ACT	104.	ATTEN. HOME VISIT	.5000	.5000	0	0	(1)
ACT	203.	DIAG. EVAL.	1.2500	.4167	.2209	.0488	(3)
CONT	102.	HOME VISIT	14.0000	1.0000	.2744	.0753	(14)
ACT	102.	HOME VISIT	13.7500	1.0577	.2024	.0410	(13)
ACT	203.	DIAG. EVAL.	1.3333	.3333	0	0	(1)
CONT	104.	HOME VISIT	2.0000	1.0000	0	0	(2)
ACT	102.	HOME VISIT	2.0000	1.0000	0	0	(2)
CONT	85.	HOME VISIT	4.5000	1.1250	.2500	.0625	(4)
ACT	102.	HOME VISIT	4.5000	1.1250	.2500	.0625	(4)
CONT	104.	HOME VISIT	2.0000	.6667	.3819	.1458	(3)
ACT	102.	HOME VISIT	1.7500	.8750	.1748	.0313	(2)
ACT	203.	DIAG. EVAL.	.2500	.2500	0	0	(1)
CONT	121.	HOME VISIT	7.0000	.7778	.2633	.0694	(9)
ACT	102.	HOME VISIT	4.5000	.9000	.2236	.0500	(5)
ACT	203.	DIAG. EVAL.	.5000	.5000	0	0	(1)
ACT	204.	PHYSICAL EVALUATION	2.0000	.6667	.2447	.0633	(3)
HAND	3.	PHYSICAL HANDICAP	16.4167	.8527	.3708	.1373	(14)
CONT	20.	HOME VISIT	2.0000	1.0000	0	0	(2)
ACT	102.	HOME VISIT	2.0000	1.0000	0	0	(2)

HOURS SPENT IN DIR. SERV./EVAL. W/ CHILDREN BY HANDICAP

78/07/10.

CRITERION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
ACT	205.	SPEECH LANG. EVAL.	1.0000	1.0000	0	0	(1)
CONT	21.		23.0000	.9200	.2143	.0460	(25)
ACT	102.	HOME VISIT	22.0833	.9601	.1702	.0290	(23)
ACT	203.	DIAG. EVAL.	.5000	.5000	0	0	(1)
ACT	208.	PHYSICAL EVALUATION	.4167	.4167	0	0	(1)
CONT	23.		.3333	.3333	0	0	(1)
ACT	102.	HOME VISIT	.3333	.3333	0	0	(1)
CONT	30.		40.4167	.0636	.5081	.2588	(36)
ACT	102.	HOME VISIT	29.2500	1.0086	.1053	.0111	(29)
ACT	112.	TRANSPORTATION	3.3333	.6333	.1925	.0370	(4)
ACT	203.	DIAG. EVAL.	1.0000	1.0000	0	0	(1)
ACT	208.	PHYSICAL EVALUATION	6.8333	.7083	1.5878	2.3498	(4)
CONT	48.		7.0833	.7083	.2643	.0698	(10)
ACT	102.	HOME VISIT	4.5833	.7639	.2810	.0789	(6)
ACT	104.	ATTEN. HOME VISIT	1.0000	.5000	0	0	(2)
ACT	203.	DIAG. EVAL.	1.0000	1.0000	0	0	(1)
ACT	208.	PHYSICAL EVALUATION	.5000	.5000	0	0	(1)
CONT	59.		23.3333	.9333	.3960	.1568	(25)
ACT	102.	HOME VISIT	13.5833	.9702	.1013	.0103	(14)
ACT	105.	SHARING CENTERS	1.0000	1.0000	0	0	(1)
ACT	112.	TRANSPORTATION	.2500	.2500	0	0	(1)
ACT	203.	SPEECH LANG. EVAL.	2.4167	1.2083	1.1146	1.2335	(2)
ACT	204.	HEARING EVALUATION	.4167	.4167	0	0	(1)
ACT	208.	PHYSICAL EVALUATION	5.6667	.9444	.5418	.2935	(6)
CONT	76.		17.2500	.7450	.3218	.1036	(50)
ACT	102.	HOME VISIT	30.0833	.9704	.1336	.0178	(33)
ACT	112.	TRANSPORTATION	4.5833	.3526	.1347	.0187	(13)
ACT	203.	DIAG. EVAL.	.1667	.1667	0	0	(1)
ACT	208.	PHYSICAL EVALUATION	2.4167	.4083	.1236	.0153	(5)
CONT	90.		23.0000	.8519	.2718	.0739	(27)
ACT	102.	HOME VISIT	20.8333	.9059	.2508	.0627	(23)
ACT	208.	PHYSICAL EVALUATION	2.1667	.3417	.1735	.0301	(6)
CONT	117.		5.0000	1.0000	0	0	(5)
ACT	102.	HOME VISIT	5.0000	1.0000	0	0	(5)
HAND	1.	MULTIPLE HANDICAPS	63.7500	.6118	.3118	.0970	(105)
CONT	46.		6.0833	.6981	.2680	.0829	(8)
ACT	102.	HOME VISIT	6.2500	1.0417	.1021	.0104	(5)
ACT	203.	DIAG. EVAL.	.3333	.3333	0	0	(1)
ACT	208.	PHYSICAL EVALUATION	1.5000	.5000	0	0	(1)
ACT	213.	STAFF EVAL.	1.0000	1.0000	0	0	(1)
CONT	47.		.6667	.3333	0	0	(2)
ACT	102.	HOME VISIT	.6667	.3333	0	0	(2)

HOURS SPENT IN DIR. SERV./EVAL. BY CHILDREN BY HANDICAP

78/07/10.

CRITERION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
CONT	52		1.0000	1.0000	0	0	1)
ACT	102	HOME VISIT	1.0000	1.0000	0	0	1)
CONT	56		.8333	.2778	.0962	.0093	3)
ACT	102	HOME VISIT	.8333	.2778	.0962	.0093	3)
CONT	60		8.7500	.5147	.2644	.0723	17)
ACT	102	HOME VISIT	8.2500	.5156	.2776	.0771	16)
ACT	203	DIAG. EVAL.	.5000	.5000	0	0	1)
CONT	61		14.4167	.5340	.2342	.0560	27)
ACT	102	HOME VISIT	14.1667	.5449	.2360	.0557	26)
ACT	203	DIAG. EVAL.	.2500	.2500	0	0	1)
CONT	68		19.9167	.5868	.3233	.1045	29)
ACT	102	HOME VISIT	19.2500	.5926	.3290	.1035	19)
ACT	104	ATTEN. HOME VISIT	.6667	.6667	.0000	.0000	3)
ACT	208	PHYSICAL EVALUATION	3.3333	.3333	.0000	.0000	3)
ACT	214	PAR. EVAL.	.5000	.5000	0	0	1)
CONT	83		1.0000	.2500	.0680	.0045	4)
ACT	102	HOME VISIT	.8333	.2778	.0680	.0045	3)
ACT	203	DIAG. EVAL.	.1667	.1667	0	0	1)
CONT	89		9.2167	.8859	.3268	.1067	13)
ACT	102	HOME VISIT	9.4167	.8281	.2718	.0737	13)
ACT	104	ATTEN. HOME VISIT	.1667	.1667	0	0	1)
ACT	112	TRANSPORTATION	.3333	.3333	0	0	1)
ACT	203	DIAG. EVAL.	1.0000	.5000	.2357	.0556	2)
CONT	116		.1667	.1667	0	0	1)
ACT	104	ATTEN. HOME VISIT	.1667	.1667	0	0	1)
HAND	8	HIGH RISK	12.1667	.7889	.2989	.0893	154)
CONT	26		11.6667	.5694	.3026	.0916	24)
ACT	102	HOME VISIT	12.0833	.5754	.2969	.0881	21)
ACT	203	DIAG. EVAL.	.3333	.3333	0	0	1)
ACT	208	PHYSICAL EVALUATION	1.2500	.6250	.5903	.2813	2)
CONT	49		14.7500	.9219	.2183	.0477	16)
ACT	102	HOME VISIT	14.2500	.9500	.1936	.0375	15)
ACT	208	PHYSICAL EVALUATION	.5000	.5000	0	0	1)
CONT	55		10.3333	.7381	.3167	.1003	14)
ACT	102	HOME VISIT	9.1667	.7639	.3195	.1021	12)
ACT	203	DIAG. EVAL.	.8333	.8333	0	0	1)
ACT	214	PAR. EVAL.	.3333	.3333	0	0	1)
CONT	67		9.3333	.7576	.2945	.0867	11)
ACT	102	HOME VISIT	9.3333	.7576	.2945	.0867	11)

HOURS SPENT IN DIR.SERV./EVAL. W/ CHILDREN BY HANDICAP

78767710.

CRITERION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
ACT	104.	ATTEN. HOME VISIT	.3333	.3333	0	0	(1)
ACT	208.	PHYSICAL EVALUATION	.6667	.6667	0	0	(1)
CONT	71.	HOME VISIT	7.0000	1.0000	0	0	(7)
ACT	102.	HOME VISIT	7.0000	1.0000	0	0	(7)
CONT	73.	HOME VISIT	7.5833	.8494	.3251	.1057	(11)
ACT	102.	HOME VISIT	8.3333	.7917	.3181	.1012	(8)
ACT	203.	DIAG. EVAL.	7.5000	.3750	.1764	.0313	(2)
ACT	208.	PHYSICAL EVALUATION	.5000	.5000	0	0	(1)
CONT	81.	HOME VISIT	31.3333	.9792	.0820	.0067	(32)
ACT	102.	HOME VISIT	29.0000	1.0000	0	0	(29)
ACT	203.	HEARING EVALUATION	1.0000	1.0000	0	0	(1)
ACT	208.	PHYSICAL EVALUATION	1.3333	.8667	0	0	(1)
CONT	93.	HOME VISIT	11.8333	.9103	.2217	.0491	(13)
ACT	102.	HOME VISIT	11.0000	1.0000	0	0	(11)
ACT	208.	PHYSICAL EVALUATION	1.8333	.4167	.1178	.0139	(7)
CONT	101.	HOME VISIT	4.4167	.6310	.3186	.1015	(7)
ACT	102.	HOME VISIT	9.0000	.6806	.3181	.1012	(6)
ACT	108.	ATTEN. HOME VISIT	.3333	.3333	0	0	(1)
CONT	108.	HOME VISIT	3.4167	.5494	.2958	.0873	(6)
ACT	102.	HOME VISIT	2.1667	.7222	.2580	.0648	(3)
ACT	203.	DIAG. EVAL.	1.0000	.5000	.3333	.1333	(2)
ACT	208.	PHYSICAL EVALUATION	.2500	.2500	0	0	(1)
CONT	109.	HOME VISIT	2.5000	.8333	.6009	.3611	(3)
ACT	102.	HOME VISIT	1.6667	.8667	0	0	(2)
ACT	203.	DIAG. EVAL.	1.8333	.9167	.4250	.1806	(7)
CONT	113.	DIAG. EVAL.	.5000	.5000	0	0	(1)
ACT	203.	DIAG. EVAL.	1.5000	.5000	0	0	(1)
CONT	115.	HOME VISIT	5.5000	.6111	.3461	.1198	(9)
ACT	102.	HOME VISIT	4.4167	.8333	.1624	.0264	(5)
ACT	203.	DIAG. EVAL.	7.5000	.4500	.0833	.0089	(2)
ACT	208.	PHYSICAL EVALUATION	.3333	.3333	0	0	(1)
HAND	5.	AT RISK-LITTLE DELAY	179.8667	.7224	.3421	.1170	(249)
CONT	101.	HOME VISIT	18.9000	.8542	.0662	.0044	(18)
ACT	102.	HOME VISIT	8.7500	.5417	.2440	.0595	(15)
ACT	203.	DIAG. EVAL.	7.5000	.3750	.1764	.0313	(2)
ACT	208.	HEARING EVALUATION	1.0000	1.0000	0	0	(1)
CONT	83.	HOME VISIT	8.8167	.8801	.2206	.0487	(9)
ACT	102.	HOME VISIT	8.4167	1.0521	.1473	.0217	(8)
ACT	208.	PHYSICAL EVALUATION	.5000	.5000	0	0	(1)
CONT	28.	HOME VISIT	22.0833	.7619	.3761	.1413	(29)
ACT	102.	HOME VISIT	19.5000	.8478	.1924	.0370	(23)

HOURS SPENT IN DIR. SERV. EVAL. BY CHILDREN BY HANDICAP

78/07710

CRITERION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
ACT	104.	ATTEN. HOME VISIT	.6667	.2222	.0441	.0023	(3)
ACT	203.	DIAG. EVAL.	.3333	.1111	.0000	.0000	(1)
ACT	208.	PHYSICAL EVALUATION	1.5833	.7917	.2948	.0868	(2)
CONT	29.	HOME VISIT	22.1667	.8526	.2691	.0724	(26)
ACT	102.	ATTEN. HOME VISIT	20.9167	.8509	.1377	.0190	(20)
ACT	104.	ATTEN. HOME VISIT	.1667	.1667	.0000	.0000	(1)
ACT	112.	TRANSPORTATION	.6667	.3333	.0000	.0000	(2)
ACT	203.	DIAG. EVAL.	.4167	.4167	.0000	.0000	(1)
CONT	31.	HOME VISIT	21.1667	.8583	.2247	.0505	(20)
ACT	102.	ATTEN. HOME VISIT	20.1667	.8614	.2305	.0531	(19)
ACT	205.	SPEECH LANG. EVAL.	1.0000	1.0000	.0000	.0000	(1)
CONT	44.	HOME VISIT	1.1667	.5833	.3843	.3872	(2)
ACT	102.	ATTEN. HOME VISIT	1.1667	.5833	.5893	.3472	(2)
CONT	65.	DIAG. EVAL.	1.8888	1.8888	.0000	.0000	(1)
ACT	203.	DIAG. EVAL.	1.8888	1.8888	.0000	.0000	(1)
CONT	75.	HOME VISIT	3.6667	.7333	.2528	.0639	(5)
ACT	102.	ATTEN. HOME VISIT	3.6667	.7333	.2528	.0639	(5)
CONT	76.	HOME VISIT	30.4167	.7074	.3820	.1460	(43)
ACT	102.	ATTEN. HOME VISIT	23.5000	.7581	.2338	.0554	(31)
ACT	104.	ATTEN. HOME VISIT	.1667	.1667	.0000	.0000	(2)
ACT	112.	TRANSPORTATION	2.9167	1.4583	1.1196	1.2535	(2)
ACT	203.	DIAG. EVAL.	1.4167	.7083	.2192	.0480	(8)
ACT	208.	PHYSICAL EVALUATION	1.4167	.7083	.4125	.1701	(2)
CONT	79.	HOME VISIT	14.1667	.6786	.2107	.0444	(21)
ACT	102.	ATTEN. HOME VISIT	13.0000	.6500	.1826	.0333	(20)
ACT	203.	DIAG. EVAL.	1.1667	1.1667	.0000	.0000	(1)
CONT	80.	HOME VISIT	15.3333	.6970	.3436	.1181	(22)
ACT	102.	ATTEN. HOME VISIT	11.9167	.7948	.3405	.1159	(15)
ACT	104.	ATTEN. HOME VISIT	.9167	.3056	.0881	.0023	(3)
ACT	112.	TRANSPORTATION	1.1667	.5833	.0000	.0000	(2)
ACT	203.	DIAG. EVAL.	.3333	.3333	.0000	.0000	(1)
ACT	208.	HEARING EVALUATION	1.0000	1.0000	.0000	.0000	(1)
CONT	91.	HOME VISIT	5.0833	.7263	.3493	.1220	(7)
ACT	102.	ATTEN. HOME VISIT	4.0000	.8000	.0000	.0000	(4)
ACT	203.	DIAG. EVAL.	.3333	.3333	.0000	.0000	(1)
ACT	208.	PHYSICAL EVALUATION	.7500	.7500	.1768	.0313	(2)
CONT	98.	HOME VISIT	5.7867	.8384	.2085	.0434	(16)
ACT	102.	ATTEN. HOME VISIT	4.5000	.5000	.1102	.0122	(9)
ACT	104.	ATTEN. HOME VISIT	.5167	.1033	.0639	.0041	(3)
ACT	203.	DIAG. EVAL.	.2500	.2500	.0000	.0000	(1)
ACT	208.	PHYSICAL EVALUATION	.5000	.5000	.0000	.0000	(1)

HOURS SPENT IN DIR. SERV. EVAL. W/ CHILDREN BY HANDICAP

78/07/10

CRITERION VARIABLE TIME

VARIABLE		CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
CONT	ACT	95	HOME VISIT	3.5167	.3807	.1958	.0383	7
		104	ATTEN. HOME VISIT	.1000	.0500	.0471	.0022	2
CONT	ACT	100	HOME VISIT	.2800	.1400	.0833	.0069	3
		104	ATTEN. HOME VISIT	.2500	.1250	.0589	.0035	2
CONT	ACT	102	HOME VISIT	5.0833	1.0167	.8373	.8812	5
		110	HOME VISIT	5.2500	.6563	.4397	.1933	3
CONT	ACT	102	HOME VISIT	.3333	.0833	.0556	.0036	3
		204	DIAG. EVAL.	.3333	.3333	.0000	.0000	1
CONT	ACT	111	HOME VISIT	2.5000	.8333	.7933	.1361	3
		104	ATTEN. HOME VISIT	.1667	.1667	.0000	.0000	1
CONT	ACT	102	HOME VISIT	1.5888	1.5888	.0000	.0000	1

TOTAL CASES = 970

TABLE 9. Hours Spent by Staff in Entry Level Activities for 10 1/2 months, 1977-78, according to 78/10/11. 08.25.26.
 FILE F78SAAP (CREATION DATE = 78/07/07.) SAAP data.

CRITERION VARIABLE		TIME	DESCRIPTION OF SUBPOPULATIONS				
BROKEN DOWN BY		ACT	TIME IN HOURS	ACTIVITY	PERSON		
		BY	IO				
VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
FOR ENTIRE POPULATION			53.4167	.7317	.4107	.1686	(73)
ACT	1	CONTACT	3.0833	.4405	.1782	.0317	(7)
IO	3	NANCY MCKEE	1.5000	.5000	.0000	.0000	(1)
IO	4	JULIE LONGANECKER	2.0833	.5208	.1718	.0295	(2)
IO	7	CATHY HOMMEL	.5000	.5000	.0000	.0000	(2)
ACT	2	INTERVIEW	29.1667	.8102	.2821	.0796	(36)
IO	3	NANCY MCKEE	1.0000	.5000	.2357	.0556	(2)
IO	4	JULIE LONGANECKER	6.7500	.7955	.3148	.0991	(11)
IO	5	ULINDA EILEKS	5.2500	.8750	.1369	.0187	(6)
IO	6	PATTI DUNSBACH	5.0000	1.0000	.0000	.0000	(5)
IO	7	CATHY HOMMEL	9.1667	.7639	.3330	.1109	(12)
ACT	3	REFERRAL	14.2500	.7917	.5552	.3082	(18)
IO	3	NANCY MCKEE	1.0000	.3333	.1443	.0208	(3)
IO	4	JULIE LONGANECKER	1.5000	.5000	.0000	.0000	(1)
IO	6	PATTI DUNSBACH	12.5833	.9679	.5544	.3073	(13)
IO	7	CATHY HOMMEL	.1667	.1667	.0000	.0000	(1)
ACT	4	LOC. REFERRAL	6.9167	.5764	.5006	.2506	(12)
IO	4	JULIE LONGANECKER	.8333	.2778	.1925	.0370	(3)
IO	6	PATTI DUNSBACH	4.5833	.7667	.6401	.4097	(5)
IO	7	CATHY HOMMEL	1.5000	.3750	.1076	.0116	(4)

TOTAL CASES = 7818
 MISSING CASES = 7745 OR 99.1 PCT.

At that time, a Parent Satisfaction Questionnaire was completed. Results of the questionnaire were uniformly favorable, although there are differences in the skills and perceptions reported by parents from the second year to the third year. Measures of parent involvement and knowledge were extracted from items in the questionnaire results. See Tables 21, 22, and 23, contained in Section Two, Parent/Family Participation, for analyses of responses to Parent Questionnaire items. A summary of responses to the Parent Questionnaire for the third year, as well as Parent Satisfaction Questionnaire data for the second and third years combined, is contained in Appendix D.

An indirect measure of parent satisfaction is the frequency of accomplished home visits. Sometimes when the parent is not home for a scheduled home visit it is an unavoidable event. Other times, however, it is a not-so-subtle way of saying, "Leave me alone." Out of the 943 home visits attempted, 99 were not completed because the family and child were not available. The "no show" home visits can be accounted for by several factors: severe winter weather causing many families to take shelter elsewhere, high mobility of parents, and unstable conditions within the families. An attempt to achieve parent accountability in the Project was made by encouraging families to call the office collect or to make use of stamped, self-addressed letters left in the homes by the CDSs.

Activities

Specific activities for each child were planned for each home visit. After initial observation, assessment (both formal and informal), discussion with the parent(s), and evaluation by the consultant Occupational Therapist where

necessary, the CDS developed goals in a bi-yearly plan for the child. All medical data was also considered. The list of goals was taken from the Core Curriculum developed by Project staff in the third year. The goals for each child were mutually agreeable to both CDS and parents. The areas covered depended on the child's specific needs and developmental level. After the bi-yearly goals were agreed upon, they were used by the CDS to develop activity plans for the child. If an objective was too difficult for a child, activities were broken down into task analyses. A specific activity was provided for the parent and child to work on each day and in some cases the child's progress was charted by the parent. A detailed explanation of the Core Curriculum, development of bi-yearly goals, and formulation of activity plans for home visits is contained in Baby Buggy Papers #163, #164, and #165, found in Appendix E.

Parent Sharing Centers

Parent sharing centers, combining typical and atypical children and their parents, met every two weeks when possible. One center at the Wesley United Methodist Church in Macomb was maintained since the Project became operational in the first year. Two additional centers were begun in January, 1978, one at the United Methodist Church in Carthage (Hancock County) and the other at the Recreation Center in Bushnell (McDonough County). Difficulty in locating these centers in a rural area occurred primarily because of the geographical scatter of the caseload throughout three counties. While few of the Project families resided in contiguous localities, even fewer families had access to some form of transportation. As caseload changed over the course of the year, however, the CDSs remained flexible in scheduling sharing centers, giving as

many as possible of the Project families the opportunity to participate. Thirty-nine sharing centers were held during the third year. Twenty-four sessions took place in churches, homes, or community buildings; 15 were WADE or water activities sessions held at the YMCA or university pool in Macomb.

Activities for each sharing center session included those planned for areas of gross motor, fine motor, language and cognition, sensory awareness, self-help skills, socialization, and physical therapy if indicated. Parent study groups on topics such as nutrition and toy-making were held in conjunction with the sharing centers. Have Wagon: Will Travel, a curriculum guide for establishing and conducting sharing centers, was produced in September, 1977. A related slide/tape describing sharing centers was also produced by Project staff in the third year, and is currently being revised and expanded for Outreach training purposes.

Sharing center kits, containing materials needed for the successful completion of a given sharing center, were developed by the CDSs during the fourth quarter of the third year. Toys and materials for these kits were purchased with a portion of the money carried forward from the second year. The kits, designed to make materials easily accessible and portable to busy CDSs and to parents, each consist of two or three boxes which are lightweight and easy to stack. These boxes contain materials, plans, and everything else needed to hold a successful center (with the exception of perishable foods). Activities are categorized primarily in the areas of gross motor, fine motor, sensory, language, and cognition. Since centers were often attended by siblings, activities

were included which are appropriate for all preschool age levels. A listing of sharing center kits, objectives, and materials may be found in Appendix C.

A second type of sharing center, the WADE (Water Activities Developmental Enhancement) program, originally a spin-off development in the first year, was retained. During the summer of 1977, arrangements were made to use an indoor university pool for the WADE sharing centers. Two such sessions were held. Another program is held in conjunction with the YMCA Mom 'n Tot Swim Program in Macomb. In November, because of a drop-off in attendance at the WADE sessions due to severe weather conditions and frequent illness, a questionnaire was sent to all parents involved in the WADE program. The response to the questionnaire resulted in a decision by the Project staff to cancel the WADE program until March, 1978, at which time swimming sessions resumed on a weekly basis. A total number of 15 sessions was held in the third year. Evaluation of WADE was obtained by means of the questionnaire, verbal parent feedback, and frequency of attendance. An article about the WADE program was submitted to Exceptional Child in October, 1977, and is awaiting disposition.

Staff

Well-qualified staff have been a major asset of the Project since its inception. A total of 16 persons (including an occupational therapist and part-time and temporary help) comprised the Project staff for the period from July 1, 1977, to June 30, 1978. See Appendix F for vitae of permanent staff members. An administrative change occurred in December, 1977, when Dr. Dennis Edinger, Co-Director and Associate Professor of Special Education, left Western Illinois

University to assume the position of staff psychologist at the State Hospital, Brainerd, Minnesota. At that time, Dr. Patricia Hutinger assumed directorship of the Project. She had been co-director of the Project for the previous years. In addition, Dr. Edinger had been ill for several months before leaving the university. Due to this fact, Dr. Hutinger assumed major responsibilities for aspects of the program for which Dr. Edinger had originally been responsible. A great deal of time was expended in making the necessary transitions resulting from the personnel shift.

Table 10 contains a listing of Project staff, the amount of time the person was hired, the qualifications for the position, and salary per hour. Personnel are divided into administrative and service delivery categories. Information regarding consultants is contained in Table 11. A variety of consultant services was required in the course of the third year model development.

Realignment of Child Development Specialists from half-time to full-time and vice versa was necessitated by illness, maternity leave, and Dr. Edinger's resignation, in addition to the need for a CDS to complete the summer's work in 1977. The addition of a full-time CDS in April, 1978, was made in accordance with the rapidly expanding caseload, the reasons cited above, and budget arrangements with the Bureau related to carry-over of a portion of the university's indirect cost monies.

A system for recording and retrieving staff activities during the Project's demonstration years was developed in 1976 as an adaptation of the work of Bill Gingold. Adaptation took the form of the Staff Activities Accountability Program

34 Table 10. Macomb 0-3 Regional Project Staff, Qualifications, Time Equivalents, and Hourly Salary for FY 1977-78.

Name	Position	Qualifications	Time Commitment to Project 1977-78	Hourly Salary
<u>Administration</u>				
Patricia Hutingger 1	Director	Ed.D. Educational Psychology Professor, Dept. of Elementary Education, Early Childhood	one-third time 11 1/2 months full time, June	\$12.72
Dennis Edinger 2	Co-Director	Ph.D. Special Education Associate Professor of Special Education	one-third time, 6 months	\$12.08
Nancy McKee 3	Coordinator	B.A., English Secondary Teaching Certificate Manuscript Editor	full time, 11 1/2 months	\$ 6.36
Kathee Seymore 4	Secretary	Secretary III Transcribing	half time, 11 1/2 months	\$ 3.21
Jenny Sharp 5	Secretary	Secretary III Transcribing	half time, 4 1/2 months	\$ 3.56
Charlene Distefano 6	Secretary	Secretary II Transcribing	half time, 1 1/2 months	\$ 3.01
Barbara Butler 7	Secretary	Secretary II Transcribing	half time, 1 month	\$ 3.01
Kathy Noye 8	Computer Oper- ation	Secretary II Transcribing Experienced keypuncher, computer programmer	1 month (192 hrs.), June, 1978	\$ 3.13
<u>Service Delivery</u>				
Patricia Donsbach 9	Child Develop- ment Specialist- Coordinator	B.S. Elementary Education Early Childhood Certification with reimbursability for Preschool Handicapped	full time, 6 1/2 months half time, 5 months pregnancy leave, 6 1/2 weeks	\$ 6.86
Ulinda Eilers 10	Child Develop- ment Specialist	B.S. Special Education Certification in Elementary Education, Trainable Mentally Handicapped, Educable Mentally Handicapped, and Learning Disabilities with reimbursability for Preschool Handicapped	half time, 7 1/2 months full time, 4 months	\$ 5.00

Table 10, cont.

Name	Position	Qualifications	Time Commitment to Project 1977-78	Hourly Salary
Cathy Hommel 11	Child Development Specialist	B.S. Elementary Education Early Childhood Certification with reimbursability for Preschool Handicapped	full time 11 1/2 months	\$6.25
Julie Longanecker 12	Child Development Specialist	B.S. Special Education Certification for Mentally Retarded and Physically Handicapped	half time, 3 1/2 months full time, 8 months	\$6.83
Barbara Hauke 13	Child Development Specialist	B.S. Elementary Education Early Childhood Certification with reimbursability for Preschool Handicapped	full time 1 1/2 months (July-August, 1977)	\$2.67
Diana Bartnick 14	Child Development Specialist	B.S., M.A., Elementary Education Elementary Certification	full time, 3 months (April-June, 1978)	\$6.25
Lavilla Walker 15	Occupational Therapist Consultant	Registered Occupational Therapist, M.A. in Special Education, experience as diagnostic evaluator with Project RHISE, Rockford, IL	2 days per month, 9 months, for a total of 85 1/2 hours	\$ 15.00
Linda Larimore 16	Parent Evaluator	Mature adult - reliable, personable, parent	33 1/4 hours	\$5.00 + .15/mile

Table 11. Consultants Employed by the Macomb 0-3 Regional Project, 1977-78.

Name	Service Provided	Total Cost
Donald Donsbach	Production of dissemination materials--video, photo, slides, training manual	\$ 815.00
Scott Harrod, Ph.D.	Computer programming and consultation	1904.50
Paul Huting, Ph.D.	Data analysis, video study, parent/child study	498.75
John Irwin, Ph.D.	Computer analysis, child/gain data	720.00
Sylvia Kottler	Presentation at ECH Symposium	256.11
Jon McKee	Graphic design, painting, training manuals	116.69
Hans Moll, Ph.D.	Media services--slide/tape development	1000.00
Scott Reid	Development of slide/tape	75.00
Jan Smith	Recording data, curriculum planning	37.50
Stanley Swartz, Ph.D.	Evaluation and mobile unit disposition	402.50
Sandy Wylie	Photography	368.00

(SAAP), which yields information that is keypunched, stored in the computer file, then retrieved for various analysis and records. The SAAP program has undergone continuous refinement throughout the two-year period. SAAP data reported in this document reflects only the data for ten and one-half months of the third year. (May 31, 1978 was arbitrarily chosen as a cut-off date to allow time for data compilation and analysis. Data for June, 1978, is available upon request.)

The SAAP activity data was recorded daily by Project staff, classified by date, location, contact, activity, the number of persons involved, and the staff member's identification number. A recording of daily activity data for SAAP is available for each member of the staff with the exception of Dr. Edinger. Raw data is kept in notebooks available in the Project office, with a separate notebook for each staff member. An explanation of the SAAP program is contained in Baby Buggy Papers #152, #153, and #154, contained in Appendix E. The activities in SAAP include five major categories: Entry System, Delivery of Services, Assessment and Evaluation, Intra-organizational Services, and Community Services. The first three categories provide direct information regarding service delivery to children and families. The last two provide information regarding the administration and operation of a model demonstration program. For actual service costs, the first three categories are of primary interest. Tables 12, 13, and 14 contain information related to activity summaries for 10 1/2 months in 1977-78.

Weekly forms were kept by each member; then each entry on the recording sheet was keypunched into a data card and the information stored in the computer

HOURS SPENT BY STAFF MEMBER BY MAJOR CATEGORY

TABLE 12

7/10/6/28

FILE F78SAAP (CREATION DATE = 7/10/6/21.)

Hours Spent by Project Staff in Major Activity
Categories for 10 1/2 Months (1977-78) according to SAAP Data

DESCRIPTION OF SUBPOPULATIONS

CRITERION VARIABLE BROKEN DOWN BY	TIME ID MAJCAT	TIME IN HOURS PERSON MAJOR ACTIVITY CATEGORIES	SUM	MEAN	STD DEV	VARIANCE	N
VARIABLE	CODE	VALUE LABEL					
FOR ENTIRE POPULATION			10337.1833	1.3222	1.6290	2.6535	(781A)
ID							
MAJCAT		PATTI HUNTINGER	1352.5000	1.7407	2.0917	4.3751	(777)
MAJCAT		INTR-ORGAN. SERVICES	1194.5833	1.7777	2.1542	4.6404	(672)
MAJCAT		COMMUNITY SERVICES	157.9167	1.5040	1.6248	2.6400	(105)
ID							
MAJCAT		NANCY MCKEE	1720.5833	1.3369	1.7949	3.2360	(1247)
MAJCAT		SYSTEM ENTRY	2.5000	1.1667	1.1667	1.3611	(6)
MAJCAT		DIRECT SERVICES	6.8333	1.793	1.3158	1.7315	(9)
MAJCAT		SCREEN. ASSESS. EV	3.8333	1.2778	1.4038	1.9707	(3)
MAJCAT		INTR-ORGAN. SERVICES	1440.2500	1.3691	1.9014	3.6153	(1052)
MAJCAT		COMMUNITY SERVICES	267.1667	1.2312	1.2635	1.5963	(217)
ID							
MAJCAT		JULIE LONGANECKER	1239.3800	1.0760	1.3402	1.7961	(1152)
MAJCAT		SYSTEM ENTRY	12.1667	1.404	1.3240	1.7529	(19)
MAJCAT		DIRECT SERVICES	211.8333	1.7817	1.3653	1.8554	(271)
MAJCAT		SCREEN. ASSESS. EV	22.2500	1.4837	1.4896	2.2077	(46)
MAJCAT		INTR-ORGAN. SERVICES	923.8333	1.1945	1.3258	1.7575	(773)
MAJCAT		COMMUNITY SERVICES	69.9167	1.6240	1.9195	3.6843	(43)
ID							
MAJCAT		ULINDA EILERS	1074.0000	1.4390	2.0144	4.0673	(584)
MAJCAT		SYSTEM ENTRY	5.2500	1.075	1.1667	1.3556	(6)
MAJCAT		DIRECT SERVICES	175.2500	1.0149	1.2433	1.5437	(172)
MAJCAT		SCREEN. ASSESS. EV	3.0000	1.0000	1.0000	1.0000	(3)
MAJCAT		INTR-ORGAN. SERVICES	766.0000	1.0929	2.2747	5.1924	(366)
MAJCAT		COMMUNITY SERVICES	124.5000	1.3649	2.5424	6.4638	(37)
ID							
MAJCAT		PATTI DONSBAUGH	1461.6667	1.5766	1.6948	2.8722	(927)
MAJCAT		SYSTEM ENTRY	22.1667	1.0638	1.0929	1.1923	(23)
MAJCAT		DIRECT SERVICES	63.0000	1.0889	1.1667	1.3611	(76)
MAJCAT		SCREEN. ASSESS. EV	21.0833	1.7370	1.3500	1.8125	(29)
MAJCAT		INTR-ORGAN. SERVICES	1244.9167	1.7544	1.8497	3.4213	(704)
MAJCAT		COMMUNITY SERVICES	110.5000	1.2143	1.1220	1.2588	(91)
ID							
MAJCAT		CATHY HOMMEL	1461.2333	1.0044	1.3397	1.7944	(1634)
MAJCAT		SYSTEM ENTRY	11.3333	1.3965	1.3506	1.8229	(19)
MAJCAT		DIRECT SERVICES	246.5167	1.7159	1.3822	1.9171	(335)
MAJCAT		SCREEN. ASSESS. EV	39.7500	1.164	1.4214	2.0176	(58)
MAJCAT		INTR-ORGAN. SERVICES	1255.3000	1.1070	1.5063	2.2690	(1134)
MAJCAT		COMMUNITY SERVICES	92.3333	1.0492	1.7306	2.9950	(84)
ID							
MAJCAT		JENNY SHARP	398.1667	1.0478	1.9343	3.7330	(380)
MAJCAT		SCREEN. ASSESS. EV	24.6667	1.0478	1.2196	1.4874	(13)
MAJCAT		INTR-ORGAN. SERVICES	369.2500	1.0172	1.9152	3.6677	(363)
MAJCAT		COMMUNITY SERVICES	4.2500	1.0625	1.1250	1.2656	(4)

HOURS SPENT BY STAFF MEMBER BY MAJOR CATEGORY

78/06/28.

CRITERION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
ID		9. KATHEE SEYMORE	818.5833	1.3289	1.4112	1.9916	(616)
MAJCAT	3.	INTR-ORGAN. SERVICES	412.5000	1.3380	1.4173	2.0007	(608)
MAJCAT	4.	COMMUNITY SERVICES	5.0833	.8354	1.4817	.2320	(8)
ID		10. BARRARA HOUICK	238.5000	1.3551	1.4324	2.0519	(176)
MAJCAT	1.	DIRECT SERVICES	28.8333	.9290	.9250	.1807	(28)
MAJCAT	2.	SCREEN., ASSESS., EV	8.5000	1.3750	.7500	.5625	(4)
MAJCAT	3.	INTR-ORGAN. SERVICES	200.1667	1.4196	1.5784	2.4914	(141)
MAJCAT	4.	COMMUNITY SERVICES	4.0000	1.3333	.2887	.0833	(3)
ID		11. DIANA BARTNICK	263.3667	1.2423	1.4738	2.1719	(212)
MAJCAT	1.	DIRECT SERVICES	40.3667	.8970	.7483	.5599	(45)
MAJCAT	2.	SCREEN., ASSESS., EV	9.5000	.7308	.6808	.4609	(13)
MAJCAT	3.	INTR-ORGAN. SERVICES	193.5000	1.3362	1.6615	2.7606	(145)
MAJCAT	4.	COMMUNITY SERVICES	18.7500	2.1944	1.9388	1.5347	(9)
ID		12. CHARLENE DISTEFANO	117.3333	1.7512	1.3882	1.9271	(67)
MAJCAT	3.	INTR-ORGAN. SERVICES	117.3333	1.7512	1.3882	1.9271	(67)
ID		13. KATHY NOYE	18.7500	1.9583	2.2072	4.8715	(6)
MAJCAT	2.	SCREEN., ASSESS., EV	3.0000	1.0000	0	0	(1)
MAJCAT	3.	INTR-ORGAN. SERVICES	8.7500	1.7500	2.4008	5.7639	(5)

TOTAL CASES = 7818

TABLE 13 Hours Spent by Project Staff in System Entry, Direct Services, and Screening, Assessment and Evaluation Activities for 10 1/2 Months (1977-78)

78/10/05, 08.24.17.

FILE 178SAAP (CREATION DATE = 78/01/07.) according to SAAP Data

CRITERION VARIABLE		TIME		DESCRIPTION OF SUBPOPULATIONS					
BROKEN DOWN BY		IN ACT		PERSON					
				ACTIVITY					
VARIABLE	CODE	VALUE	LABEL	SUM	MEAN	STD DEV	VARIANCE	N	
ENTIRE POPULATION				951.1333	.8129	.4461	.1990	(1170)	
ACT	3	12.3333	NANCY MCKEE	12.3333	.7708	.6663	.4440	(16)	
ACT	1	.5000	CONTACT	.5000	.5000	.0000	.0000		
ACT	2	1.0000	INTERVIEW	1.0000	.5000	.2357	.0556		
ACT	3	1.0000	REFERRAL	1.0000	.3333	.1443	.0208		
ACT	101	.8333	REFER. TO OTHER AGEN	.8333	.4167	.1174	.0139		
ACT	102	4.2500	HOME VISIT	4.2500	.8500	.3354	.1125		
ACT	105	.7500	SHARING CENTERS	.7500	.7500	.0000	.0000		
ACT	112	1.0000	TRANSPORTATION	1.0000	1.0000	.0000	.0000		
ACT	208	3.0000	PHYSICAL EVALUATION	3.0000	3.0000	.0000	.0000		
ACT	4	245.8333	JULIE LUNGANELKER	245.8333	.7338	.3956	.1565	(335)	
ACT	1	2.0833	CONTACT	2.0833	.5208	.1718	.0295		
ACT	2	8.7500	INTERVIEW	8.7500	.7955	.3148	.0991		
ACT	3	.5000	REFERRAL	.5000	.5000	.0000	.0000		
ACT	4	2.8333	LOC. REFERRAL	2.8333	.2778	.1925	.0370		
ACT	101	2.0000	REFER. TO OTHER AGEN	2.0000	.8333	.6009	.3611		
ACT	102	1.1667	HOME VISIT	1.1667	.7836	.3019	.0911		
ACT	104	1.2500	ATTEN. HOME VISIT	1.2500	.1250	.0439	.0019		
ACT	105	10.6833	SHARING CENTERS	10.6833	.3910	.3180	.1011		
ACT	106	3.0000	PARENT STUDY GRP.	3.0000	.5000	.0000	.0000		
ACT	111	7.5000	WATER ACTIVITIES	7.5000	.0714	.1890	.0357		
ACT	112	6.3333	TRANSPORTATION	6.3333	.4222	.1808	.0788		
ACT	203	7.8333	DIAG. EVAL.	7.8333	.3561	.1568	.0246		
ACT	205	1.0000	SPEECH LANG. EVAL.	1.0000	1.0000	.0000	.0000		
ACT	208	1.5000	PHYSICAL EVALUATION	1.5000	.5750	.6961	.4846		
ACT	213	1.5000	STAFF EVAL.	1.5000	.7500	.3536	.1250		
ACT	5	183.5000	ULINDA EILERS	183.5000	1.0138	.2397	.0574	(181)	
ACT	1	5.2500	INTERVIEW	5.2500	.8750	.1169	.0187		
ACT	102	169.7500	HOME VISIT	169.7500	1.0165	.1231	.0152		
ACT	104	1.0000	ATTEN. HOME VISIT	1.0000	.3333	.1844	.0208		
ACT	105	3.5000	SHARING CENTERS	3.5000	.5000	.0000	.0000		
ACT	111	1.0000	WATER ACTIVITIES	1.0000	.0000	.0000	.0000		
ACT	203	2.0000	DIAG. EVAL.	2.0000	.0000	.0000	.0000		
ACT	205	1.0000	SPEECH LANG. EVAL.	1.0000	.0000	.0000	.0000		
ACT	6	106.2500	PATTI DUNSBAUGH	106.2500	.8301	.4055	.1644	(128)	
ACT	1	5.0000	INTERVIEW	5.0000	1.0000	.0000	.0000		
ACT	2	15.5833	REFERRAL	15.5833	.9679	.5544	.3073		
ACT	3	4.5833	LOC. REFERRAL	4.5833	.9167	.6401	.4097		
ACT	101	.5833	REFER. TO OTHER AGEN	.5833	.5833	.0000	.0000		
ACT	102	4.3333	HOME VISIT	4.3333	.9333	.2752	.0757		
ACT	104	2.7500	ATTEN. HOME VISIT	2.7500	.3438	.1506	.0227		
ACT	105	4.7500	SHARING CENTERS	4.7500	.8250	.4002	.1637		
ACT	111	4.0000	WATER ACTIVITIES	4.0000	1.0000	.0000	.0000		
ACT	112	2.5833	TRANSPORTATION	2.5833	.5167	.1087	.0118		

78/10/05. 08.24.17.

INTERVIEW VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
ACT	203	DIAG. EVAL.	1.6667	.5556	.3849	.1481	3
ACT	205	SPEECH LANG. EVAL.	.1667	.1667	.0	.0	3
ACT	206	HEARING EVALUATION	3.0000	1.0000	.0	.0	2
ACT	208	PHYSICAL EVALUATION	1.2500	.8786	.2046	.0419	2
ACT	213	STAFF EVAL.	2.0000	2.0000	.0	.0	1
ACT	7	CATHY HUMMEL	291.3500	.7176	.3568	.1273	406
ACT	102	CONTACT	.5000	.5000	.0	.0	1
ACT	104	INTERVIEW	9.1667	.7639	.3330	.1109	12
ACT	105	REFERRAL	.1667	.1667	.0	.0	1
ACT	106	LUC. REFERRAL	.5000	.3750	.1076	.0116	2
ACT	107	HOME VISIT	218.7500	.7869	.2738	.0075	27
ACT	108	ATTEN. HOME VISIT	5.8333	.2011	.0849	.0075	29
ACT	109	SHARING CENTERS	11.6167	.8298	.5010	.2510	14
ACT	110	PARENT STUDY GRP.	.0000	1.5000	.0	.0	1
ACT	111	WATER ACTIVITIES	.1500	.4611	.4126	.1717	3
ACT	112	TRANSPORTATION	.6667	1.0556	1.0556	1.1178	3
ACT	203	DIAG. EVAL.	.8333	.4907	.1805	.0323	2
ACT	205	SPEECH LANG. EVAL.	.4167	1.2083	1.1196	1.2534	3
ACT	206	HEARING EVALUATION	2.5000	.7500	.0336	.0044	3
ACT	208	PHYSICAL EVALUATION	1.3333	.6667	.2649	.0702	3
ACT	213	STAFF EVAL.	2.6667	.8889	.5549	.3079	3
ACT	8	JENNY SHARP	24.6667	1.8974	1.2196	1.4874	14
ACT	211	COMPUTER EVALUATION	24.6667	1.8974	1.2196	1.4874	14
ACT	10	BARBARA HOUCK	3.3333	1.0729	.4746	.2253	3
ACT	102	HOME VISIT	2.8333	1.0040	.4087	.1670	3
ACT	105	SHARING CENTERS	.0000	.0000	.0	.0	1
ACT	106	PARENT STUDY GRP.	.5000	1.5000	.0	.0	1
ACT	111	WATER ACTIVITIES	.2500	.8236	.2236	.0500	3
ACT	203	DIAG. EVAL.	.5000	.5000	.0	.0	1
ACT	205	SPEECH LANG. EVAL.	.0000	.0000	.0	.0	1
ACT	208	PHYSICAL EVALUATION	.0000	.0000	.0	.0	1
ACT	213	STAFF EVAL.	1.0000	1.0000	.0	.0	1
ACT	11	DIANA BARNICK	49.6667	.8596	.7320	.5358	58
ACT	102	HOME VISIT	31.3333	.9792	.7968	.6349	32
ACT	104	ATTEN. HOME VISIT	.7000	.1400	.2080	.0432	5
ACT	105	SHARING CENTERS	.5000	1.3750	.2500	.0625	4
ACT	111	WATER ACTIVITIES	.0000	1.0000	.0	.0	1
ACT	112	TRANSPORTATION	.8333	.6111	.4194	.1759	3
ACT	203	DIAG. EVAL.	.5000	.5000	.4496	.2022	2
ACT	208	PHYSICAL EVALUATION	4.5000	1.5000	.8660	.7500	3
ACT	13	KATHY NUYE	3.0000	3.0000	.0	.0	1
ACT	211	COMPUTER EVALUATION	3.0000	3.0000	.0	.0	1

TOTAL CASES = 1179
MISSING CASES = 9 OR .8 PCT.

HOURS SPENT IN INTRA-ORG. AND COMM. SERV.

FILE F7ASAAP (CREATION DATE 8 78/06/27.)

TABLE 14

Hours Spent by Project Staff in 300 and 400 Level
Categories for 104 Months (1977-78) according to SAAP Data

78/07/03.

CRITERION VARIABLE		TIME	DESCRIPTION		TIME IN HOURS					PERSON	
BROKEN DOWN BY		BY	ACT		ACT		ACT		ACT		
VARIABLE	CODE	VALUE	LABEL	SUM	MEAN	STD DEV	VARIANCE	N			
FOR ENTIRE POPULATION				9382.5500	1.4132	1.7420	3.0346	(6639)			
IN											
ACT	301	1352.5000	PATTI HUTINGER	1352.5000	1.7407	2.0917	4.3751	(777)			
ACT	302	47.5833	ADM. MEETING - PROJ.	47.5833	.6798	.5168	.2670	(70)			
ACT	303	56.0000	ADM. MEET.-UNIV. OR	56.0000	.7887	.7928	.6245	(71)			
ACT	304	8.3333	DIR. SERV. STAFF MEE	8.3333	.4306	.7424	.5512	(6)			
ACT	305	1.4167	STAFF TRAIN. (PROJ.-S	1.4167	.4167	.0	.0	(1)			
ACT	306	11.3333	DISCUSSION PARTIC	11.3333	.8718	.7620	.5806	(13)			
ACT	307	1.2500	ADVISORY BOARD MEET.	1.2500	.2062	.5154	.2456	(4)			
ACT	308	1.0000	STAFFING	1.0000	.0000	.0	.0	(1)			
ACT	309	5.6667	PROG. PLANNING	5.6667	.4095	.5437	.2956	(7)			
ACT	310	108.2500	PROGRAM EVALUATION	108.2500	1.8991	2.3433	5.1225	(57)			
ACT	311	3.3333	RESEARCH	3.3333	.3333	.0	.0	(1)			
ACT	312	3.1667	MAT. PREP.	3.1667	.2917	.4977	.2477	(4)			
ACT	313	1.1667	MAT. REVIEW	1.1667	.1667	.0	.0	(1)			
ACT	314	24.8333	CURRICULUM DEV.	24.8333	.9103	2.0443	4.3443	(13)			
ACT	315	53.9167	PROG. REL. ADM.	53.9167	.2539	.9518	.9051	(43)			
ACT	316	78.3333	SUPERVISOR	78.3333	.2890	.9442	.8915	(65)			
ACT	317	41.4167	WRITING	41.4167	2.7611	2.0212	4.0852	(15)			
ACT	318	17.9167	RECORD KEEPING	17.9167	.3656	.4871	.2367	(49)			
ACT	319	3.0000	PURCHASE MAT.	3.0000	.5000	1.7678	.3095	(2)			
ACT	320	1.1667	LOCAL TRAVEL	1.1667	.0453	.4815	.2314	(1)			
ACT	321	74.5000	OUT OF AREA TRAVEL	74.5000	4.1349	1.6703	2.7900	(12)			
ACT	322	48.0000	SICK LEAVE	48.0000	7.8333	.5778	.3333	(12)			
ACT	323	142.7500	VACATION	142.7500	7.9366	.3396	.0574	(12)			
ACT	324	2.0000	IN-SERV. (NON-PROJ. S	2.0000	.0000	.0	.0	(1)			
ACT	325	2.0000	HOLIDAYS	2.0000	.0000	.0	.0	(1)			
ACT	326	3.3333	OTHER INTRA-ORG. SER	3.3333	.3333	.0	.0	(1)			
ACT	327	13.6667	ROOM CLEANUP	13.6667	1.7083	1.4706	2.1627	(3)			
ACT	328	1.2500	LETTER WRITING	1.2500	.1250	.1768	.3113	(2)			
ACT	329	145.3333	GRANT PREP. ACTIVITY	145.3333	1.2222	2.5607	6.5515	(50)			
ACT	330	3.6667	GEN. OFFICE WORK	3.6667	.2222	.7515	.5643	(3)			
ACT	331	1.2500	A-V MAT. DEVEL.	1.2500	.2500	.5303	.2813	(2)			
ACT	332	103.3333	DISSEM.	103.3333	1.7083	1.5355	2.3584	(41)			
ACT	333	48.3333	CONTIN.-REPLIC. ACT.	48.3333	.9917	.9568	.9157	(49)			
ACT	334	3.3333	CLIENT CONSULTATION	3.3333	.1667	.0	.0	(2)			
ACT	335	1.1667	NON-CLIENT CONSULT.	1.1667	.1667	.0	.0	(1)			
ACT	336	4.9167	DISSEMINATE INFO	4.9167	.3933	.5359	.2872	(16)			
ACT	337	43.0000	EDUCATIONAL WORKSHOP	43.0000	.5000	.2575	.0663	(10)			
ACT	338	54.6667	PROF. COLLAB.	54.6667	.3667	.4233	.1792	(40)			
ACT	339	1.1667	MEET WITH VISITORS	1.1667	.1667	.0	.0	(1)			
ACT	340	1.3333	STUDENT SUPERVISION	1.3333	.1119	.0	.0	(4)			
ACT	341	48.3333	DISSEM. MAT. PREP.	48.3333	.9917	1.9329	2.8862	(40)			
ACT	342	1.1667	OTHER COMM. SERV.	1.1667	.1667	.0	.0	(1)			
IN				1707.8167	1.3893	1.8087	3.2713	(1269)			
ACT	301	18.5000	ADM. MEETING - PROJ.	18.5000	.6918	.7928	.6245	(11)			
ACT	302	2.5000	ADM. MEET.-UNIV. OR	2.5000	.8333	.2887	.0833	(1)			

HOURS SPENT IN INTRA-ORG. AND COMM. SERV.

75/07/03.

CRITERION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
ACT	303	DIR. SERV. STAFF MEE	13.8333	1.1528	.3938	.1551	(12)
ACT	304	STAFF TRAIN. PROJ.-S	1.5000	.5000	.0000	.0000	(3)
ACT	305	DISCUSSION PARTIC.	1.3333	.6667	.3971	.1577	(16)
ACT	306	ADVISORY BOARD MEET.	1.5000	.7744	.8889	.3387	(11)
ACT	307	STAFFING	1.3333	.3333	.0000	.0000	(11)
ACT	308	PROG. PLANNING	15.7500	1.1250	.9717	.9442	(14)
ACT	309	PROGRAM EVALUATION	1.5000	.2500	.2500	.0625	(4)
ACT	310	MAT. PREP.	1.0000	.5000	.5000	.2500	(4)
ACT	311	MAT. REVIEW	1.7667	.5889	.5889	.3467	(7)
ACT	312	CURRICULUM DEV.	1.3333	.3333	.2938	.0863	(10)
ACT	313	CLIENT-REL. ADM.	1.5000	.6667	.6667	.4444	(9)
ACT	314	PROG. REL. ADM.	1.3333	.6667	.6667	.4444	(9)
ACT	315	SUPERVISION	1.5000	.8722	.8722	.0214	(7)
ACT	316	MEET WITH SUPER.	1.6667	.8667	.8667	.1205	(7)
ACT	317	WRITING	1.3333	.8667	.8667	.1205	(7)
ACT	318	RECORD KEEPING	1.3333	.8667	.8667	.1205	(7)
ACT	319	BOOKKEEPING	1.5000	.3333	.3333	.0833	(12)
ACT	320	PURCHASE MAT.	1.3333	.6667	.6667	.0625	(12)
ACT	321	LOCAL TRAVEL	1.3333	.6667	.6667	.0625	(12)
ACT	322	OUT OF AREA TRAVEL	1.3333	.6667	.6667	.0625	(12)
ACT	323	SICK LEAVE	1.3333	.7073	.7073	.0500	(12)
ACT	324	VACATION	1.3333	.3333	.3333	.0444	(12)
ACT	325	IN-SERV. (NON-PROJ. S)	1.7000	.6000	.6000	.3600	(16)
ACT	326	HOLIDAYS	1.6667	.6000	.6000	.3600	(16)
ACT	327	OTHER INTRA-ORG. SFR	1.9167	.3056	.3056	.0934	(12)
ACT	328	ROOM CLEANUP	2.1667	.9203	.9203	.0806	(12)
ACT	329	MORILE UNIT. MAINT.	1.3333	.8722	.8722	.0695	(6)
ACT	330	INTRA-UNIV. COMM.	1.4167	.6744	.6744	.0548	(18)
ACT	331	LETTER WRITING	1.0000	.5000	.5000	.0551	(17)
ACT	332	GRANT PREP. ACTIVITI	1.4167	.8099	.8099	.0649	(18)
ACT	333	GEN. OFFICE WORK	1.5000	.7222	.7222	.0990	(15)
ACT	334	UNIV. REL. FORMS	1.3333	.7222	.7222	.0990	(15)
ACT	335	ACT. RE. HIRING PERS	1.3333	.7222	.7222	.0990	(15)
ACT	336	A-V MAT. DEVEL.	1.3333	.6817	.6817	.0521	(20)
ACT	337	O-A DISSEM.	1.5000	.5000	.5000	.0333	(6)
ACT	338	CONTIN. - REALIC. ACT.	1.5000	.5000	.5000	.0333	(6)
ACT	339	CLIENT CONSULTATION	1.5000	.5000	.5000	.0333	(6)
ACT	340	NON-CLIENT CONSULT.	1.5000	.5000	.5000	.0333	(6)
ACT	341	DISSEMINATE INFO	1.5000	.5000	.5000	.0333	(6)
ACT	342	EDUCATIONAL WORKSHOP	1.5000	.5000	.5000	.0333	(6)
ACT	343	PROF. COLLAR	1.5000	.5000	.5000	.0333	(6)
ACT	344	MEET WITH VISITORS	1.5000	.5000	.5000	.0333	(6)
ACT	345	MEET CONSULTANT	1.5000	.5000	.5000	.0333	(6)
ACT	346	DISSEM. MAT. PREP.	1.5000	.5000	.5000	.0333	(6)
ACT	347	ORG. MEETINGS	1.5000	.5000	.5000	.0333	(6)
ACT	348	OTHER COMM. SERV.	1.4167	.6817	.6817	.0521	(12)
TD	349	JULIE LONGANECKER	993.2500	8.1172	1.5504	2.4039	(816)
ACT	350	ADM. MEETING - PROJ	1.6667	.8667	.8667	.0833	(6)
ACT	351	DIR. SERV. STAFF MEE	1.3333	.6667	.6667	.0625	(12)
ACT	352	STAFF TRAIN. PROJ.-S	1.5000	.5000	.5000	.0333	(6)
ACT	353	DISCUSSION PARTIC.	1.3333	.6667	.6667	.0625	(12)
ACT	354	STAFFING	1.3333	.3333	.3333	.0333	(12)
ACT	355	PROG. PLANNING	1.3333	.3333	.3333	.0333	(12)

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HOURS SPENT IN INTRA-ORG. AND COMM. SERV.

CRITERION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STO DEV	VARIANCE	N
ACT	309	PROGRAM EVALUATION	5.1667	1.2917	.4747	.2292	(4)
ACT	311	MAT. PREP.	36.7500	.4129	.2222	.0494	29)
ACT	312	MAT. REVIEW	1.0000	.4129	.2222	.0512	20)
ACT	313	CURRICULUM DEV.	1.0000	.4129	.2222	.0512	5)
ACT	314	CLIENT-REL. ADM.	20.0000	1.5217	1.0922	1.1943	138)
ACT	315	PROG. REL. ADM.	1.0000	.4129	.2222	.0512	2)
ACT	316	SUPERVISION	1.0000	.4129	.2222	.0512	4)
ACT	317	MEET WITH SUPER.	1.0000	.4129	.2222	.0512	20)
ACT	318	WRITING	1.0000	.4129	.2222	.0512	61)
ACT	319	RECORD KEEPING	1.0000	.4129	.2222	.0512	11)
ACT	320	PURCHASE MAT.	1.0000	.4129	.2222	.0512	105)
ACT	321	LOCAL TRAVEL	1.0000	.4129	.2222	.0512	4)
ACT	322	OUT OF AREA TRAVEL	1.0000	.4129	.2222	.0512	15)
ACT	323	SICK LEAVE	1.0000	.4129	.2222	.0512	6)
ACT	324	VACATION	1.0000	.4129	.2222	.0512	3)
ACT	325	IN-SERV. (NON-PROJ. S	1.0000	.4129	.2222	.0512	633)
ACT	326	HOLIDAYS	1.0000	.4129	.2222	.0512	3)
ACT	327	ROOM CLEANUP	1.0000	.4129	.2222	.0512	3)
ACT	328	MOBILE UNIT. MAINT.	1.0000	.4129	.2222	.0512	3)
ACT	329	INTRA-UNIV. COMM.	1.0000	.4129	.2222	.0512	3)
ACT	330	LETTER WRITING	1.0000	.4129	.2222	.0512	3)
ACT	331	GRANT PREP. ACTIVITY	2.0000	.7259	.1096	.0120	3)
ACT	332	GEN. OFFICE WORK	1.0000	.4129	.2222	.0512	3)
ACT	333	A-V MAT. DEVEL.	1.0000	.4129	.2222	.0512	3)
ACT	334	CONTIN.-REPLIC. ACT.	1.0000	.4129	.2222	.0512	3)
ACT	335	CLIENT CONSULTATION	1.0000	.4129	.2222	.0512	3)
ACT	336	DISSEMINATE INFO	1.0000	.4129	.2222	.0512	3)
ACT	337	EDUCATIONAL WORKSHOP	1.0000	.4129	.2222	.0512	3)
ACT	338	PROF. CULLAR	1.0000	.4129	.2222	.0512	3)
ACT	339	MEET WITH VISITORS	1.0000	.4129	.2222	.0512	3)
ACT	340	MEET CONSULTANT	1.0000	.4129	.2222	.0512	3)
ACT	341	STUDENT SUPERVISION	1.0000	.4129	.2222	.0512	3)
ACT	342	DISSEM. MAT. PREP.	1.0000	.4129	.2222	.0512	3)
10	ACT	ULINDA EILERS	890.5000	2.2097	2.3299	5.4286	403)
ACT	343	DIR. SERV. STAFF MEE	1.0000	.4129	.2222	.0512	26)
ACT	344	STAFF TRAIN. PROJ. S	1.0000	.4129	.2222	.0512	0)
ACT	345	DISCUSSION PARTIC.	1.0000	.4129	.2222	.0512	10)
ACT	346	PROG. PLANNING	1.0000	.4129	.2222	.0512	7)
ACT	347	PROGRAM EVALUATION	1.0000	.4129	.2222	.0512	4)
ACT	348	MAT. PREP.	1.0000	.4129	.2222	.0512	56)
ACT	349	CURRICULUM DEV.	1.0000	.4129	.2222	.0512	15)
ACT	350	CLIENT-REL. ADM.	1.0000	.4129	.2222	.0512	50)
ACT	351	PROG. REL. ADM.	1.0000	.4129	.2222	.0512	1)
ACT	352	RECORD KEEPING	1.0000	.4129	.2222	.0512	35)
ACT	353	PURCHASE MAT.	1.0000	.4129	.2222	.0512	62)
ACT	354	LOCAL TRAVEL	1.0000	.4129	.2222	.0512	14)
ACT	355	OUT OF AREA TRAVEL	1.0000	.4129	.2222	.0512	7)
ACT	356	SICK LEAVE	1.0000	.4129	.2222	.0512	0)
ACT	357	VACATION	1.0000	.4129	.2222	.0512	0)
ACT	358	IN-SERV. (NON-PROJ. S	1.0000	.4129	.2222	.0512	43)
ACT	359	HOLIDAYS	1.0000	.4129	.2222	.0512	1)
ACT	360	ROOM CLEANUP	1.0000	.4129	.2222	.0512	0)
ACT	361	INTRA-UNIV. COMM.	1.0000	.4129	.2222	.0512	0)

HOURS SPENT IN INTRA-ORG. AND COMM. SERV.

78/07/03.

CRITERION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
ACT	334	GRANT PREP. ACTIVITI	16.2500	3.2500	2.2913	5.2500	5)
ACT	340	A-V MAT. DEVEL.	1.7500	1.7500	0	0	1)
ACT	401	CLIENT CONSULTATION	2.5000	1.2500	.7071	.5000	2)
ACT	403	DISSEMINATE INFO	2.5000	1.2500	.8660	.7500	3)
ACT	404	EDUCATIONAL WORKSHOP	2.5000	1.2500	3.2481	10.5500	5)
ACT	405	PROF. COLLAR	17.0000	5.6667	2.0817	4.3333	3)
ACT	410	STUDENT SUPERVISION	1.0000	.5000	0	0	2)
ACT	411	DISSEM. MAT. PREP.	73.5000	3.3409	2.4023	5.7711	22)
IN	6	PATTI DONSRACH	1355.4167	1.6964	1.7897	3.2030	799)
ACT	301	ADM. MEETING - PROJ	16.0000	1.6000	.7970	.6352	11)
ACT	303	DIR. SERV. STAFF MEE	24.0000	1.5385	.4973	.2475	1A)
ACT	304	STAFF TRAIN. (PROJ.-S	2.7500	.6875	.4429	.1962	4)
ACT	305	DISCUSSION PARTIC	59.5000	.9754	.4117	.1695	61)
ACT	306	ADVISORY BOARD MEET.	1.5000	.5000	0	0	1)
ACT	308	PROG. PLANNING	19.5000	1.9500	.7071	.5000	13)
ACT	309	PROGRAM EVALUATION	12.5000	1.2500	.1754	.0313	2)
ACT	311	MAT. PREP.	14.7500	1.9000	.2753	.0758	25)
ACT	312	MAT. REVIEW	4.1667	.6944	.6719	.4514	4)
ACT	313	CURRICULUM DEVA	1.3333	.4444	.3333	.0556	3)
ACT	315	CLIENT-REL. ADM.	6.5000	1.3000	.5544	.3074	77)
ACT	316	PROG. REL. ADM.	86.5000	1.5333	.7740	.7439	75)
ACT	317	SUPERVISION	1.3333	.4444	.3046	.0933	14)
ACT	318	MEET WITH SUPER.	1.5000	.5000	.4018	.1615	17)
ACT	319	WRITING	1.0000	.3333	.4644	.2157	16)
ACT	320	RECORD KEEPING	6.5000	1.3000	.9896	.9793	50)
ACT	321	PURCHASE MAT.	1.5000	.5000	.3046	.0938	21)
ACT	322	LOCAL TRAVEL	1.5000	.5000	.9268	.8590	69)
ACT	323	OUT OF AREA TRAVEL	1.0000	.3333	.0000	.0000	4)
ACT	324	SICK LEAVE	1.0000	.3333	.1957	.0720	46)
ACT	325	VACATION	1.7500	.6875	.7634	.1094	34)
ACT	326	IN-SERV. (NON-PROJ. S	1.3333	.4444	.6449	.9954	10)
ACT	327	HOLIDAYS	1.0000	.3333	.6392	.8464	14)
ACT	328	OTHER INTRA-ORG. SER	1.0000	.3333	.7071	.5000	2)
ACT	329	ROOM CLEANUP	1.7500	.6875	.7603	.5780	22)
ACT	330	MOBILE UNIT. MAINT.	1.5000	.5000	2.1916	.8031	8)
ACT	331	INTRA-UNIV. COMM.	1.5000	.5000	.0745	.0056	5)
ACT	332	LETTER WRITING	1.3333	.4444	.6310	.3981	3)
ACT	333	GRANT PREP. ACTIVITI	2.5000	1.2500	1.4101	1.9883	26)
ACT	334	GEN. OFFICE WORK	2.5000	1.2500	.5307	.2817	16)
ACT	335	UNIV. REL. FORMS	1.5000	.5000	1.0607	1.1250	2)
ACT	336	TOY PRODUCTION	1.0000	.3333	0	0	1)
ACT	337	ACT. RE. HIRING PERS	1.5000	.5000	.7159	.5125	5)
ACT	338	A-V MAT. DEVEL.	3.6667	1.2222	.9005	.8110	20)
ACT	339	O-6 DISSEM.	1.0000	.3333	0	0	2)
ACT	340	CLIENT CONSULTATION	1.3333	.4444	.2459	.0707	10)
ACT	341	NON-CLIENT CONSULT.	1.0000	.3333	.3326	.1106	16)
ACT	342	DISSEMINATE INFO	1.3333	.4444	.8823	.7783	33)
ACT	343	EDUCATIONAL WORKSHOP	1.7500	.6875	.8839	.7813	2)
ACT	344	PROF. COLLAR	4.1667	.6944	.5545	.3074	14)
ACT	345	MEET WITH VISITORS	1.3333	.4444	.4281	.1829	4)
ACT	346	MEET CONSULTANT	1.0000	.3333	.1213	.0500	2)
ACT	347	STUDENT SUPERVISION	1.0000	.3333	.5131	.2632	7)
ACT	348	DISSEM. MAT. PREP.	1.5000	.5000	1.0408	1.0833	3)

7A/07/03.

HOURS SPENT IN INTRA-ORG. AND COMM. SERV.

CRITERION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
IN ACT	7	CATHY HOMMEL	1347.6333	1.1028	1.5229	2.3191	1222)
ACT	001	ADM. MEETING - PROJ	1.0000	.7798	.0074	.0074	6)
ACT	003	DIR. SERV. STAFF MEE	34.0000	.7095	.0034	.0034	24)
ACT	004	STAFF TRAIN. PROJ.-S	11.0167	.9951	.3906	.9806	9)
ACT	005	DISCUSSION PARTIC.	128.0000	.3530	.1244	.1244	170)
ACT	007	STAFFING	1.0000	.0000	.0000	.0000	1)
ACT	008	PROG. PLANNING	1.0000	.0053	1.0107	.0107	12)
ACT	009	PROGRAM EVALUATION	46.0000	.5453	.3426	.3426	4)
ACT	011	MAT. PREP.	38.0167	.2241	.0502	.0502	124)
ACT	012	MAT. REVIEW	48.0000	.3537	.1251	.1251	2)
ACT	013	CURRICULUM DEV.	36.0000	.2000	.6443	.6443	145)
ACT	014	CLIENT-REL. ADM.	231.0000	1.1634	1.3555	.0000	2)
ACT	015	PROG. REL. ADM.	8.0000	.7232	.6074	.0000	1)
ACT	016	MEET WITH SUPER.	8.0000	.5000	.0000	.0000	1)
ACT	017	WRITING	4.0000	.4700	.7569	.0000	104)
ACT	018	RECORD KEEPING	43.0000	.2944	.0363	.0363	14)
ACT	019	PURCHASE MAT.	6.0167	.2513	.0432	.0432	147)
ACT	020	LOCAL TRAVEL	26.0000	.2323	.9865	.0000	7)
ACT	021	OUT OF AREA TRAVEL	40.0000	.7123	3.5714	.0000	4)
ACT	022	SICK LEAVE	46.0000	.3123	4.4241	.0000	10)
ACT	023	VACATION	40.0000	.3000	.0000	.0000	4)
ACT	024	IN-SERV. (NON-PROJ. S	29.0000	.9574	.0169	.0169	13)
ACT	025	HOLIDAYS	103.0000	.2774	.0000	.0000	1)
ACT	026	OTHER INTRA-ORG. SFR	1.0000	.1667	.7533	.0000	36)
ACT	027	ROOM CLEANUP	25.0000	.6491	1.0023	.0045	50)
ACT	028	MOBILE UNIT. MAINT.	25.0000	.5000	1.0380	.0000	24)
ACT	029	INTRA-UNIV. COMM.	25.0000	.2917	.2678	.0000	11)
ACT	030	LETTER WRITING	18.0000	1.4848	1.0673	.0000	31)
ACT	031	GRANT PREP. ACTIVITY	17.0000	.4026	.2491	.0000	3)
ACT	032	GEN. OFFICE WORK	17.0167	.4026	.0370	.0370	5)
ACT	033	UNIV. REL. FORMS	17.0000	.3889	.0324	.0324	5)
ACT	034	TOY PRODUCTION	17.0000	.4884	.0694	.0694	4)
ACT	035	A-V MAT. DEVEL.	3.0000	.4884	.6991	.0000	1)
ACT	036	O-6 DISSEM.	3.0000	.7500	.0000	.0000	22)
ACT	037	CONTIN.-REALIC. ACT.	1.0000	.3333	.1124	.0000	1)
ACT	038	CLIENT CONSULTATION	1.0000	.4167	.0000	.0000	6)
ACT	039	NON-CLIENT CONSULT.	10.0000	.4167	.0444	.0991	2)
ACT	040	DISSEMINATE INFO	10.0000	.2812	.9404	.0000	4)
ACT	041	EDUCATIONAL WORKSHOP	10.0000	.2917	1.1406	.0000	2)
ACT	042	PROF. COLLAR	10.0000	.5000	.0225	.0035	2)
ACT	043	MEET WITH VISITORS	6.0000	.2083	.0589	.0000	23)
ACT	044	MEET CONSULTANT	6.0000	1.2367	1.0633	.0000	12)
ACT	045	STUDENT SUPERVISION	19.0000	.3913	.0000	.0000	12)
ACT	046	DISSEM. MAT. PREP.	19.7500	1.0972	.9053	.8196	367)
IN ACT	8	JENNY SHARP	373.5000	1.0177	.9103	.8287	1)
ACT	001	ADM. MEET. -UNIV. OR	6.0000	.5000	.0000	1.0000	50)
ACT	003	STAFF TRAIN. PROJ.-S	31.0000	.6200	.3334	.1112	0)
ACT	005	DISCUSSION PARTIC.	6.0000	.5000	.0000	.0000	0)
ACT	007	MAT. PREP.	6.0000	.4500	.0000	.0000	0)
ACT	009	MAT. REVIEW	6.0000	1.2500	1.0000	1.0000	0)
ACT	011	CURRICULUM DEV.	6.0000	.4167	.1179	.0139	0)
ACT	013	CLIENT-REL. ADM.	6.0000	.0000	.0000	.0000	0)

HOURS SPENT IN INTRA-ORG. AND COMM. SERV.

7/10/73.

CRITERION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
ACT	316	PROG. REL. ADM.	8.1667	.4633	.2606	.0679	9
ACT	317	SUPERVISION	8.0833	.4167	.2222	.0522	9
ACT	318	MEET WITH SUPER.	7.5000	.4250	.1843	.0308	9
ACT	319	RECORD KEEPING	6.4167	.3500	.1512	.0229	9
ACT	320	BOOKKEEPING	4.0000	.2667	.1744	.0304	9
ACT	321	PURCHASE MAT.	5.5000	.3667	.1744	.0304	9
ACT	322	LOCAL TRAVEL	2.0000	.2000	.0827	.0110	9
ACT	323	SICK LEAVE	1.0000	.1000	.0827	.0110	9
ACT	324	VACATION	4.0000	.4000	.2257	.0500	9
ACT	325	HOLIDAYS	12.0000	1.2000	.0000	.0000	9
ACT	326	OTHER INTRA-ORG. SER	1.5000	.1500	.0455	.0200	9
ACT	327	ROOM CLEANUP	1.0000	.1000	.4011	1.9630	9
ACT	328	MORILE UNIT. MAINT.	1.0000	.1000	.4132	.2634	9
ACT	329	INTRA-UNIV. COMM.	10.0833	.5417	.2842	.0801	9
ACT	330	LETTER WRITING	15.0833	.4583	.3073	.0944	9
ACT	331	GRANT PREP. ACTIVITY	15.0833	.4583	.3073	.0944	9
ACT	332	GEN. OFFICE WORK	7.0000	.7000	.3406	.4104	9
ACT	333	UNIV.-REL. FORMS	16.0833	1.0833	.5337	.2848	9
ACT	334	TRANSCRIBING	16.0833	1.0833	.5337	.2848	9
ACT	335	O-6 DISSEM.	2.0000	.2000	.1250	.0150	9
ACT	336	NON-CLIENT CONSULT.	1.0000	.1000	.4011	.4011	9
ACT	337	DISSEM. MAT. PREP.	3.0000	.3000	.0000	.0000	9
IN	9	KATHEE SEYMORE	818.5833	1.3889	1.4112	1.9916	616
ACT	338	STAFF TRAIN. PROJ.-5	1.0000	.1000	.3536	.1250	9
ACT	339	DISCUSSION PARTIC.	2.5000	.2500	.3623	.1313	9
ACT	340	CURRICULUM DEV.	17.7500	1.5625	1.0574	3.4500	9
ACT	341	CLIENT-REL. ADM.	2.0833	.2083	.0655	.0043	9
ACT	342	PROG. REL. ADM.	1.0833	.1083	.2693	.0725	9
ACT	343	SUPERVISION	.1667	.1667	.0000	.0000	9
ACT	344	MEET WITH SUPER.	.9167	.1667	.0373	.0014	9
ACT	345	RECORD KEEPING	9.1667	.9167	.1555	.0242	9
ACT	346	BOOKKEEPING	1.5000	.1500	.0000	.0000	9
ACT	347	PURCHASE MAT.	6.7500	.3977	.5521	.3044	9
ACT	348	LOCAL TRAVEL	1.6667	.3333	.2549	.0660	9
ACT	349	SICK LEAVE	8.0000	.8000	.1547	.0333	9
ACT	350	VACATION	40.0000	4.0000	.4412	1.3333	9
ACT	351	HOLIDAYS	61.7500	6.1750	.7412	2.0769	9
ACT	352	OTHER INTRA-ORG. SER	1.6667	.1667	.0432	.1164	9
ACT	353	ROOM CLEANUP	.4167	.1667	.0432	.0019	9
ACT	354	MORILE UNIT. MAINT.	.3333	.1667	.0589	.0033	9
ACT	355	INTRA-UNIV. COMM.	2.2500	.2500	.0000	.0000	9
ACT	356	LETTER WRITING	12.4167	.4167	.0587	.0034	9
ACT	357	GRANT PREP. ACTIVITY	71.2500	.7125	.5367	.2881	9
ACT	358	GEN. OFFICE WORK	491.0833	2.0460	1.8422	1.6149	9
ACT	359	UNIV.-REL. FORMS	38.0000	.4471	.4434	.0794	9
ACT	360	TRANSCRIBING	19.1667	.7372	.4909	.2409	9
ACT	361	ACT. RE. HIRING PERS.	1.1667	.1667	.0000	.0000	9
ACT	362	O-6 DISSEM.	12.0833	1.0667	.7634	.5833	9
ACT	363	CLIENT CONSULTATION	.0833	.0833	.0000	.0000	9
ACT	364	DISSEMINATE INFO.	.0833	.0833	.0000	.0000	9
ACT	365	DISSEM. MAT. PREP.	4.9167	.8194	.4028	.1623	9
IN	10	BARBARA HOUCK	204.1667	1.4174	1.5622	2.4405	144

HOURS SPENT IN INTRA-ORG. AND COMM. SERV.

7/10/73.

CRITERION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
ACT	304	STAFF TRAIN. (PROJ.-S)	3.5000	.1667	.2007	.0033	3)
ACT	07	STAFFING	.7500	.1500	.00	.00	1)
ACT	0A	PROG. PLANNING	.7500	.1500	.4073	.2375	5)
ACT	10	RESEARCH	.5000	.1000	.00	.00	1)
ACT		MAT. PREP.	1.2167	.0260	1.2622	1.5933	16)
ACT		MAT. REVIEW	.3333	.3333	.00	.00	1)
ACT		CLIENT-REL. ADM.	.4091	.4091	.2005	.0617	11)
ACT		PROG. REL. ADM.	.1667	.1667	.00	.00	1)
ACT		WRITING	.5000	.5000	.00	.00	1)
ACT		RECORD KEEPING	.9250	.7708	.5331	.2842	12)
ACT		PURCHASE MAT.	.3333	.5972	.3833	.1179	7)
ACT		LOCAL TRAVEL	1.9167	.0648	.9189	.8297	18)
ACT		VACATION	.0000	.0000	.00	.00	1)
ACT		HOLIDAYS	12.0000	.0000	3.4641	12.0000	1)
ACT		ROOM CLEANUP	10.3333	.1667	2.5225	6.3642	14)
ACT		MOBILE UNIT, MAINT.	.2500	.2500	.3336	.1250	2)
ACT		LETTER WRITING	.2500	.6500	.3249	.1056	5)
ACT		GRANT PREP. ACTIVITY	.6500	.2500	2.4789	6.1250	2)
ACT		GEN. OFFICE WORK	50.1667	.6722	1.4288	2.0301	30)
ACT		TOY PRODUCTION	16.0000	.2000	.8367	.7000	5)
ACT		A-V MAT. DEVEL.	.3333	.3333	.5774	.3333	3)
ACT		CLIENT CONSULTATION	8.0000	.3333	.2007	.0033	3)
10		DIANA BARTNICK	213.5000	1.3864	1.6490	2.7193	154)
ACT		ADM. MEET.-UNIV. OR	.5000	.5000	.00	.00	1)
ACT		DIR. SERV. STAFF MEE	3.8333	1.4583	.4167	.1736	4)
ACT		STAFF TRAIN. (PROJ.-S)	11.0000	.7500	2.9500	8.7500	4)
ACT		DISCUSSION PARTIC.	13.0000	.8333	.3604	.1299	18)
ACT		PROG. PLANNING	2.0000	1.0000	.00	.00	2)
ACT		MAT. PREP.	11.3333	.5965	.2740	.0750	19)
ACT		MAT. REVIEW	13.0000	.0064	.4720	.2220	13)
ACT		CURRICULUM DEV.	16.5000	.7500	.7500	.5625	16)
ACT		CLIENT-REL. ADM.	24.6667	.5417	.8300	.6886	16)
ACT		PROG. REL. ADM.	8.0000	.6667	.5774	.3333	3)
ACT		RECORD KEEPING	7.0833	.4167	.1102	.0122	17)
ACT		LOCAL TRAVEL	20.7500	.0375	.6333	.4000	20)
ACT		OUT OF AREA TRAVEL	1.0000	.0000	.00	.00	2)
ACT		SICK LEAVE	11.5000	.7500	3.1820	10.1250	2)
ACT		IN-SERV. (NON-PROJ. S)	16.0000	.0000	.00	.00	2)
ACT		HOLIDAYS	8.0000	.0000	.00	.00	1)
ACT		ROOM CLEANUP	6.5000	.4333	1.1006	.0101	12)
ACT		DISSEM. MAT. PREP.	19.7500	2.1944	1.2388	1.5347	9)
10		CHARLENE DISTEFANO	117.3333	1.7512	1.3882	1.9271	67)
ACT		MAT. PREP.	6.7500	.6875	.4722	.2240	4)
ACT		CLIENT-REL. ADM.	.5833	.1944	.0962	.0093	3)
ACT		PROG. REL. ADM.	1.7500	.7500	.00	.00	1)
ACT		MEET WITH SUPER.	.3333	.1667	.00	.00	2)
ACT		RECORD KEEPING	40.8333	.4020	1.2238	1.4976	17)
ACT		PURCHASE MAT.	1.2500	.4167	.1443	.0208	3)
ACT		SICK LEAVE	12.0000	.0000	.00	.00	3)
ACT		VACATION	12.0000	.0000	.00	.00	3)
ACT		INTRA-UNIV. COMM.	.5000	.1667	.00	.00	3)
ACT		LETTER WRITING	.3333	.3333	.00	.00	1)

HOURS SPENT IN INTRA-ORG. AND COMM. SERV.

7A/07/03.

CRITERION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
ACT	334	GRANT PREP. ACTIVITY	3.2500	3.2500	0	0	(1)
ACT	335	GEN. OFFICE WORK	26.9167	1.4958	.9674	.9354	(1A)
ACT	336	UNIV. -REF. FORMS	2.0333	2.0333	0	0	(1)
ACT	338	TRANSCRIBING	2.0000	2.0000	0	0	(1)
ACT	341	0-6 DISSEM.	8.0000	1.3333	1.4143	3.2917	(4)
ID	13	KATHY NOYE	0.7500	1.7500	2.0000	5.7639	(3)
ACT	320	RECORD KEEPING	1.5833	1.7917	.2988	.0894	(3)
ACT	341	0-6 DISSEM.	7.1667	2.3889	3.1549	9.9537	(3)

TOTAL CASES = 6639

file. The data was analyzed simply through the use of the SPSS (Statistical Package for the Social Sciences) programs widely available in university computer services. The Macomb Project made use of the "Breakdown" and "Cross Tabs" programs. Through such a procedure, many combinations of data could be obtained. Checks for inaccurate entries were run; however, such a system is subject to human error--e.g., forgetting to code an activity, using a different code from that used by other staff members, or missing entries. Some discrepancy in SAAP data resulted from individual interpretations of coding categories by staff members. In an effort to reduce the number of ambiguities, the SAAP program was continuously refined and revised. A training version of SAAP was developed with simplified and attenuated categories. A copy of the shortened version for dissemination may be found in Baby Buggy Paper #154.

A variety of data regarding the activities of the members of the Macomb Project may be found in Appendix G. For example, the print-out shows the time each person on the staff spent with various contacts. This is particularly useful in examining information related to services provided each family (contact). Another print-out shows the time each person spent in each location. A third shows the time spent in each location by major activity categories. A fourth print-out shows the time spent with each contact in the activities grouped into major activity categories. Examples of SAAP data occur frequently in the Tables cited throughout the report.

Cost analysis has been developed using the mean cost per hour data in Table 15. A SAAP print-out in Table 16 contains a summary of the total time

TABLE 15. Mean Cost per Hour for Project Functions during 1977-78.

Function	x cost per hour	Staff members included*
I. Administration	\$10.39	1, 2, 3
II. Secretarial	3.19	4, 5, 6, 7, 8
III. Child Development Specialists	6.24	9, 10, 11, 12, 14
IV. Occupational Therapist	15.00	15
Total I, II, III	7.28	1, 2, 3, 4, 5, 6, 7, 8 9, 10, 11, 12, 14
Total I, II, III Excluding Directors	5.82	3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14

*CDS 13's salary is not included. She was hired in a temporary position and primarily worked on material development rather than service delivery. Her salary was not representative of typical salaries.

TABLE 16 Total Hours Spent In All Categories

7/10/05. 11.52.49.

FILE F18SAP (CREATION DATE = 7/10/05.)

CRITERION VARIABLE		TIME		DESCRIPTION OF SUBPOPULATIONS				TIME IN HOURS	
BROKEN DOWN BY		ACT		ACTIVITY					
VARIABLE	CODE	VALUE	LABEL	SUM	MEAN	STD DEV	VARIANCE	N	
FOR ENTIRE POPULATION				10337.1833	1.3222	1.6290	2.6535	(7818)	
ACT	1		CONTACT	3.0833	.4405	.1782	.0317	(7)	
ACT	2		INTERVIEW	4.1667	.6102	.2521	.0796	(36)	
ACT	3		REFERRAL	14.2500	.7917	.5552	.3082	(18)	
ACT	101		LOC. REFERRAL	6.4167	.5764	.3506	.2506	(12)	
ACT	102		REFER. TO OTHER AGEN	3.9167	.6528	.4359	.1900	(6)	
ACT	103		HOME VISIT	61.6667	.8527	.3181	.1012	(776)	
ACT	104		ATTEN. HOME VISIT	11.5333	.2097	.1272	.0162	(55)	
ACT	105		SHARING CENTERS	51.2000	.6224	.2224	.0384	(40)	
ACT	106		PARENT STUDY GRP.	21.5000	.3000	.0000	.0000	(5)	
ACT	107		WATER ACTIVITIES	21.9000	.8111	.3708	.1375	(27)	
ACT	108		TRANSPORTATION	14.9167	.5525	.4368	.1908	(26)	
ACT	109		DIAG. EVAL.	25.8333	.4613	.2720	.0740	(36)	
ACT	110		SPEECH LANG. EVAL.	6.5833	.9750	.7118	.5956	(6)	
ACT	111		HEARING EVALUATION	5.2500	.8750	.5664	.2771	(6)	
ACT	112		PHYSICAL EVALUATION	52.5833	.3303	.5968	.3561	(72)	
ACT	113		COMPUTER EVALUATION	2.6667	.9762	.2082	.1454	(16)	
ACT	114		STAFF EVAL.	7.1667	.0238	.5026	.3165	(7)	
ACT	115		PAR. EVAL.	3.5000	.3889	.1559	.0243	(9)	
ACT	116		ADM. MEETING - PROJ.	97.0833	.9518	.1288	.5311	(107)	
ACT	117		ADM. MEET.-UNIV. OR	59.5000	.7829	.7688	.5911	(76)	
ACT	118		DIR. SERV. STAFF MEE	164.0833	.4145	.6147	.5776	(116)	
ACT	119		STAFF TRAIN. (PROJ.)	68.2000	.4826	.7098	.2.0234	(46)	
ACT	120		DISCUSSION PARTIC.	462.5833	.7285	.3821	.1460	(635)	
ACT	121		ADVISORY BOARD MEET.	22.0000	.0000	.6471	.4861	(22)	
ACT	122		STAFFING	77.4167	.8833	.6999	.4875	(55)	
ACT	123		PROG. PLANNING	77.2500	.9833	.8122	.6602	(6)	
ACT	124		PROGRAM EVALUATION	177.5000	.9756	.2.4884	.6.1525	(78)	
ACT	125		RESEARCH	1.8333	.3167	.8250	.6806	(2)	
ACT	126		MAT. PREP.	170.9833	.9917	.4624	.1799	(348)	
ACT	127		MAT. REVIEW	70.1667	.8433	.4355	.1895	(103)	
ACT	128		CURRICULUM DEV.	177.0000	.5833	.1.1655	.4.6797	(72)	
ACT	129		CLIENT-MEL. ADM.	630.9167	.9347	.0339	.1.0752	(511)	
ACT	130		PROG. MEL. ADM.	250.8333	.3222	.8118	.6.5711	(243)	
ACT	131		SUPERVISION	141.4167	.9127	.7114	.5118	(174)	
ACT	132		MEET WITH SUPEN.	73.9167	.6720	.3627	.1.315	(110)	
ACT	133		WRITING	116.9167	.9268	.3607	.1.8700	(68)	
ACT	134		RECORD KEEPING	281.2000	.9739	.3608	.4551	(400)	
ACT	135		BOOKKEEPING	69.0000	.321	.853	.7.376	(56)	
ACT	136		PURCHASE MAT.	58.5833	.8000	.5113	.2.633	(101)	
ACT	137		LOCAL TRAVEL	712.3333	.253	.0337	.1.141	(46)	
ACT	138		OUT OF AREA TRAVEL	222.8333	.476	.0337	.3.774	(46)	
ACT	139		SICK LEAVE	430.5000	.450	.1.321	.5.460	(119)	
ACT	140		VACATION	715.7500	.147	.1656	.6656	(119)	
ACT	141		IN-SERV. (NON-PROJ.)	179.8333	.381	.988	.9240	(33)	
ACT	142		HOLIDAYS	527.4167	.788	.2747	.1.744	(8)	
ACT	143		OTHER IN-HA-UNG. SER	17.5833	.672	.0337	.4.132	(3)	
ACT	144		ROOM CLEANUP	171.0000	.7155	.9337	.8796	(239)	

78/10/05. 11.52.49.

ATTENTION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
	331	MOBILE UNIT. MAINT.	56.0000	.7887	1.3770	1.8962	71
	332	INTRA-UNIV. COMM.	63.5000	.4847	.5945	.1556	131
	333	LETTER WRITING	52.5000	.6250	.5026	.2526	84
	334	GRANT PREP. ACTIVITI	473.4167	2.3288	1.7588	3.0937	188
	335	GEN. OFFICE WORK	773.4167	1.5335	1.2429	1.5447	511
	336	UNIV. -REL. FORMS	622.5000	.5333	.9338	.2439	117
	337	JOY. PRODUCTION	19.4167	1.7083	1.4841	2.2025	11
	338	TRANSCRIBING	25.0000	.6000	.8460	.8174	20
	339	ACT. ME. HIRING PERS	16.3333	.7778	.5536	.3065	21
	340	A-V MAT. DEVEL.	63.6667	1.1778	.9166	.8401	50
	341	0-6 VISSEM	153.0000	.5333	.3398	.1745	100
	342	CONTIN.-REPLIC. ACT.	187.5000	.4583	.7942	.6308	107
	401	CLIENT CONSULTATION	24.6667	.4560	.5228	.2050	53
	402	NON-CLIENT CONSULT.	12.3333	.6167	.4059	.1648	20
	403	DISSEMINATE INFO.	164.5000	.1881	.3937	.1053	150
	404	EDUCATIONAL WORKSHOP	137.5000	.1881	.3937	.1053	150
	405	PROF. COLLAB.	137.5000	.1881	.3937	.1053	150
	406	MEET WITH VISITORS	137.5000	.1881	.3937	.1053	150
	407	MEET CONSULTANT	137.5000	.1881	.3937	.1053	150
	410	STUDENT SUPERVISION	29.5000	.3688	.6059	.3670	20
	411	DISSEM. MAT. PREP.	29.5000	.3688	.6059	.3670	20
	412	ORG. MEETINGS	6.7500	.7500	.1233	.1011	17
	413	OTHER COMM. SERV.	1.5000	.7500	.3500	.2015	2

TOTAL CASES = 7618

spent in all SAAP categories. Costs for a specific activity can be determined by multiplying the appropriate mean staff hourly rate by the hours spent in an activity. See Table 17 for costs for selected activities during the third year of a home-based program.

In interpreting SAAP data, it is generally not as accurate or meaningful to consider totals; a clearer picture is gained from looking at individual categories. Since costs are figured on hourly wages (determined according to 8-hour days), results are not accurate because staff often worked more than eight hours a day.

Mobile Unit and Transportation

The Project's mobile unit, a modified Jamboree motor home, is an important part of the delivery of services to children residing in rural areas. The mobile unit is employed for home visits, initial contacts, transportation of child and parent, and dissemination. Scheduling of the mobile unit is determined by geographic location, home environment, and convenience to family.

Since the Project is affiliated with Western Illinois University, the charge for gasoline is now computed at 12¢ a mile, the established university rate. During the first and second years, gasoline charges were 10¢ a mile. Other transportation is also used by the Project, including state university cars. Gasoline charges for these vehicles are computed at 10¢ a mile. Table 18 presents the total number of miles logged by the Project staff over the three-year period.

Costs for operating the mobile unit from September 1, 1975, to June 30, 1978, may be found in Table 19, while Table 20 indicates the cost per mile for

TABLE 17. Cost for Selected Activities for 10 1/2 months (1977-78) according to SAAP Data.

Activities	Code #	Hours	Service Del. Staff	Admin. Staff	Total Cost
Contact	001	3.08	6.24		19.22
Interview	002	29.17	"		182.02
Referral	003	14.25	"		88.92
Locating Referral	004	6.92	"		43.18
Referral to Other Agency.	101	3.92	"		24.46
Home Visit	102	661.67	"		4128.82
Attempted Home Visit	104	11.53	"		71.95
Sharing Centers	105	51.20	"		319.49
Parent Study Group	106	7.50	"		46.80
WADE	111	21.90	"		136.66
Transportation	112	14.92	"		93.10
Diagnostic Evaluation	203	25.83	"		161.18
Speech and Lang. Eval.	205	6.58	"		41.06
Hearing Evaluation	206	5.25	"		32.76
Physical Evaluation	208	52.58	"		329.47
Computer Evaluation	211	27.66	"		172.60
Staff Evaluation	213	7.17	"		44.74
Parent Evaluation	214	3.50	6.24		21.84
Adm. Meeting - Project	301	97.08		5.82	565.01
Dir. Ser. Staff Meeting	303	164.08		"	954.95
Staff Training	304	68.20		"	396.92
Discussion Participation	305	462.58		"	2692.22
Advisory Board Meeting	306	22.00		"	128.04
Program Planning	308	77.25		"	449.59
Program Evaluation	309	177.50		"	1033.05
Materials Preparation	311	170.98		"	995.10
Materials Review	312	70.17		"	408.39
Curriculum Development	314	177.00		"	1030.14
Client-Related Admin.	315	630.92		"	3671.95
Program-Related Admin.	316	250.83		"	1459.83
Writing	319	116.97		"	680.77
Record Keeping	320	281.20		"	1636.58
Bookkeeping	321	69.00		"	400.20
Local Travel	323	721.33		"	4198.14
Out-of-Area Travel	324	222.83		"	1296.87
In-Service (Non-Proj.)	327	179.83		"	1046.61
Mobile Unit Maintenance	331	56.00		"	325.92
Intra-University Comm.	332	63.50		"	369.57
Grant Preparation Activ.	334	475.42		"	2766.94

Table 17, cont.

Activities	Code #	Hours	Service Del. Staff	Admin. Staff	Total Cost
General Office Work	335	773.42		5.82	4501.30
Toy Production	337	19.42		"	111.98
A-V Materials Devel.	340	65.67		"	382.20
Contin.-Replic. Activ.	342	107.25		"	624.19
Client Consultation	401	24.17		"	140.67
Disseminate Information	411	164.58		"	957.86
Educational Workshops	404	137.50		"	800.25
Professional Collaboration	405	137.08		"	797.81
Meet Consultant	407	52.33		"	304.56
Dissemination Mat. Prep.	411	274.83		"	1599.51

TABLE 18
TOTAL MILEAGE
July 1, 1975 to June 30, 1978

	1975-76	1976-77	1977-78	Total
Mobile Unit	2201	11,019	10,707	23,927
State (University) Vehicle	*	4,014	10,420	14,434
Personal Vehicle	*	2,295	2,944	5,239
Rental Car	---	400	---	400
	2201	17,728	24,071	44,000

*Records for first year are unavailable.

Table 19. Operational Cost of a Mobile Unit during the 3 Years of the Macomb 0-3 Regional Project, a Rural Child/Parent Service.

	First Year Planning 7/75- 6/77	Second Year Operational 7-76 - 6/77	Third Year Operational 7/77 - 6/78	Total Three Years Combined
Mileage	2201	11,019	10,707	23,927
A. Direct Operating Costs				
*1. Gasoline	220.10	1101.90	1284.84	2606.84
**2. Repairs and Servicing	56.37	465.14	377.16	898.67
3. Insurance	162.00	162.00	162.00	486.00
B. Equipment and Accessories				
1. Electrical outlet installation	150.00	--	--	150.00
2. Major Supplies	59.85	171.94	--	231.79
3. Minor Supplies	22.53	35.93	29.95	88.41
C. One-time-only Expenditures				
1. Remodeling	116.45	--	--	116.45
2. Initial Cost	12,000.00	--	--	12,000.00
D. Total Costs				
1. Direct Operating Costs (A)	438.47	1729.04	1824.00	3991.51
2. Equipment and Accessories (B)	232.38	207.87	29.95	470.20
3. Direct Operating Costs (A) plus Equipment and Accessories Cost (B)	670.85	1936.91	1853.95	4461.71
4. Depreciation	--	--	--	700.00

*The charge for gasoline in the first 2 years was 10¢ a mile; in the third year gasoline charges were 12¢ a mile.

**Routine repairs and servicing are done by the university garage at no cost to the Project.

GRAND TOTAL \$5161.71

Table 20. Costs Per Mile for Operating the Mobile Unit during the 3 Years of the Macomb 0-3 Regional Project,
a Rural Child/Parent Service*

	First Year Planning 7/75 - 6/76	Second Year Operational 7/76 - 6/77	Third Year Operational 7/77 - 6/78	Average Cost for Three Years
Direct Operating Costs (includes gasoline, repairs, service, insurance)	\$.1992 per mile**	\$.1569 per mile	\$.1704 per mile	\$.1668 per mile
Direct Operating Costs plus cost of equipment and accessories	\$.3048 per mile	\$.1758 per mile	\$.1732 per mile	\$.1865 per mile
" " " " plus depreciation	--	--	--	\$.2157 per mile

* Initial purchase cost and remodeling costs are not included in these figures

** See Table 1 for total mileage and breakdown of expenses.

operating the mobile unit over a three-year period. Note that depreciation, using a dealer's criteria and appraisal, is \$700 over the three-year period, a minimal amount. Also see Appendix E for a copy of Baby Buggy Paper #131, "Using a Mobile Unit in a Rural Infant Project for Handicapped and High Risk Children and Their Parents," for a comprehensive treatment of the use and maintenance of the mobile unit. An analysis of the data recorded by the Project staff resulted in a determination of the average cost per mile for operating the mobile unit over a three-year period. Excluding the original purchase cost, the average cost was \$.2157 per mile.

Advisory Council

The Macomb 0-3 Regional Project Advisory Council is composed of a representative sampling from the community, parents, and professionals. Membership during the third year included 10 individuals: Dr. Patricia Hutinger, Project Director; Dr. Arthur Beat, past president of District 185 School Board; Mr. Mohammed Farsi, parent; Dr. Michael Hagen, special education consultant to the Illinois Office of Education; Ms. Arlynn Hitz, preschool handicapped teacher, LaHarpe; Mr. Michael Lewis, Administrative Assistant of Warren Achievement School, Monmouth, Illinois; Dr. An-Shih Lin, pediatrician; Mrs. Winona Malpass, interested member of the community possessing an advanced degree, nurse's training, and prior experience in special education; Mr. Jon Rainbolt, Administrative Assistant of the West Central Illinois Special Education Cooperative; and Mrs. Candice Wenzell, parent.

The Advisory Council met four times throughout the academic year; no meetings were held during the summer. Meetings were held on September 21, 1977;

November 16, 1977; January 18, 1978; and April 5, 1978. (See Appendix H for agenda and/or minutes of meetings.)

The Advisory Council has been advisory in function. The membership constituted a strong and functional component of the Project, and proved enthusiastic and dedicated in their support. Agenda topics included information about community needs and/or activities, procedures for cooperative endeavors with other agencies, training needed for Project personnel, timing and placement of dissemination efforts, and parental activities that needed to be developed. Throughout the third year when the Project was negotiating for local continuation, problems and solutions related to continuation funding was a topic of prime importance at each meeting. Advice and feedback from Council members was both varied and helpful.

Baby Buggy Paper #175, "Establishing a Functional Advisory Council," provides a descriptive narrative about the process involved in establishing and maintaining a successful Advisory Council. See Appendix E for a copy of this paper.

2. PARENT/FAMILY PARTICIPATION

Parent participation activities, including the direct interaction between CDS, child, and parent during home visits, parent cooperative sharing centers, and water activities, were described in the previous section. Parent participation in the third year was summarized in Table 5.

After medical stabilization of a child enrolled in the Project had been attended to, efforts at stabilization of the family were undertaken. In order

to meet the objective of family stabilization, an analysis of the specific needs of each family unit was made. See Appendix I for a sample "Strategies for Meeting Differential Needs of Parents" for parents serviced by the Project.

In projects concerned with delivery of services to handicapped infants, the emphasis is on the parent. Communication with parents included five parent newsletters ("For Parents Only") during the third year, handouts on suitable toys for their children, Christmas greetings, a copy of Everything AND the Kitchen Sink (a book developed by one staff member for making toys out of household items), and a questionnaire soliciting parent attitudes toward continuing the WADE program during the winter. See Appendix I for copies of these materials.

Cooperation of parents was achieved in scheduling and planning home visits. Recording of child progress or charting of specific activities was carried out solely by the participating parent or primary caretaker between visits. (See section on Assessment of Child's Progress for more detailed description of the parent's charting.) Parents were also involved in scheduling, planning, and contributing materials to sharing centers. Parents took an active part in conducting activities with all the children involved, including siblings who were present. The WADE program, an alternative sharing center, directly involved the parents also, since each parent worked individually with his/her own child in the water. A total of 22 Project families, 13 families whose children were typical, and 16 Project siblings participated in sharing centers during the third year.

Parents who agreed to participate in the Project were briefed on the goals of the program and signed various release forms for photographs and

participation in the development of the Project's model function as well as in the Project components. Several Project parents brought their children for hands-on demonstration purposes to a symposium on Early Childhood Handicapped co-sponsored by the Project and the Special Education department of Western Illinois University in April, 1978. One Project family brought their daughter for hands-on demonstration purposes to a class session conducted by the consultant occupational therapist in February, 1978, for students enrolled in the 0-6 Interdisciplinary Early Childhood Handicapped Personnel Training Project.

An example of parent enthusiasm and involvement was the membership of two parents on the Advisory Council. Another demonstration of parent satisfaction was the referral of six new children to the Project by five different Project parents.

Evaluation of overall parent satisfaction with the Project consisted of feedback and results obtained from the Parent Satisfaction Questionnaire, an evaluative interview conducted by a trained independent individual not directly concerned with delivery of services to children. For random samples of statements by parents indicating satisfaction with the Project, as well as two letters received from Project parents, see Appendix I.

Parent Satisfaction Questionnaires were administered to Project parents after they had been enrolled in the Project for three months. Following the initial interview, questionnaires were administered to the parents at six-month intervals. A total of 54 parent questionnaires was administered to 41 families during the third year. Table 21 contains an analysis of responses to items which

demonstrate parent participation and gains. Fifty-three percent of the parents interviewed participated in the Project on a weekly basis; 29% participated in sharing centers along with home visits. Tables 22 and 23 contain further analyses of information contained in the questionnaires during the two years in which they were administered. It is worthy of noting in Table 21 that of the 54 individuals interviewed on the last item on the questionnaire, three parents failed to respond; 51 parents (100% of those responding) registered overall satisfaction with services provided by the Project.

A technique for evaluating parental behavior consisted of videotaping the parent/child interaction. Home visits were videotaped with backpack portable equipment assigned to the Project. Systematic videotapes of parent behavior began in September, 1977, with the implementation of a small research grant (\$1721.00) to Dr. Hutinger, awarded by the Western Illinois University Research Council. A total of 22 sessions was videotaped by graduate student assistants. A statistical analysis of quantified parent/child interaction is in process and upon completion will be reported separately.

TABLE 21

Analysis of Responses from Parent Questionnaire Items

1977-1978

	Total Responses Analyzed N = 54	
	N	%
Ways Parents Participated in Project		
1. Parent Sharing Centers	16	29.6
2. Home Visits	54	100.0
3. Learning activities	5	9.3
4. Swimming program	8	14.8
5. Planning and policy making	2	3.7
Participation in Project		
1. Once a week	29	53.7
2. At least twice a month	9	16.7
3. At least once a month	13	24.1
4. No response	3	5.5
Gains from Participation in the Program		
1. Yes	51	94.4
2. No	2	3.7
3. Don't know	1	1.8
Gains		
1. Knowledge of child's problems and needs	40	74.0
2. Better feelings of acceptance of child	23	42.6
3. Knowledge of my child's abilities	41	75.9
4. Better understanding of child's behavior	26	48.1
5. Knowledge of how to work with child	43	79.6
6. Better understanding of the importance of working with young children	38	70.4
7. Skills for working with child	39	71.9
8. Knowledge of services available to child	39	71.9
9. Better ability to cope emotionally with child	24	44.4
Project Staff Provided Activities for Parent to Work with Child at Home		
1. Yes	50	92.6
2. No	1	1.8
3. No response	3	5.5
Activities Provided by Staff Carried Out by Parent		
1. Yes	48	88.8
2. No	4	7.4
3. No response	2	3.7
Overall Satisfaction with Services Project Provided		
1. Yes	51	94.4
2. No	0	0
3. No response	3	5.5

TABLE 22

Number and Percentage of Parents Reporting Gains in Specific Parent Skills

Skills	(1976-78)		1976-77		1977-78	
			N=29		N=54	
			N	%	N	%
1. Knowledge of my child's problems and needs	24	82.8	40	74.0		
2. Better feelings of acceptance of my child	14	48.2	23	42.6		
3. Knowledge of my child's abilities	18	62.0	41	75.9		
4. Better understanding of my child's behavior	15	51.7	26	48.1		
5. Knowledge of how to work with my child	22	75.9	43	79.6		
6. Better understanding of the <u>importance</u> of working with my young child	19	65.5	38	70.3		
7. Skills for working with my child	18	62.0	39	72.2		
8. Knowledge of services available to my child	17	58.6	39	72.2		
9. Better ability to cope emotionally with my child	13	44.8	24	44.4		
10. Other	1	3.44	1	7.4		

TABLE 23

Number and Percentage of Parents Reporting Areas of Child Activities (1976-78)

Activities	1976-77 N=29		1977-78 N=54	
	N	%	N	%
1. Language: listens and follows directions, talks better	21	72.4	32	59.2
2. Motor: running, jumping, balance, finger skills, building, etc.	21	72.4	46	85.2
3. Getting along with other children	11	37.9	14	25.9
4. Getting along with family members	14	48.3	17	31.5
5. Relating to other adults	14	48.3	14	25.9
6. Self-help (eating, dressing, toilet)	11	37.9	23	42.6
7. Reasoning, problem solving, thinking	15	51.7	17	31.4
8. Attention	19	65.5	20	37.0
9. Less negative behavior, tantrums, crying, hitting, etc.	8	27.6	10	18.5
10. More positive behaviors, happy, good natured, cooperating, etc.	13	44.8	14	25.9
11. Other	1	3.44	1	1.9

3. CHILD EVALUATION

The Child Evaluation section is arranged in five major parts: A. Overview; B. Raw Data from two child tests; C. Statistical Analyses of child progress (in four parts); D. Statistical Analyses of test item/core curriculum cross-referencing; and E. Behavior Growth Charts on rate data collection procedures. Sections C and D were written by Dr. John Irwin. Tables may be found at the end of each section. Analysis of ongoing data collection is being planned comparing the results of continuation sites' child gains to those of the original demonstration model's children's gains. Use of the Behavior Growth Chart procedures is being planned for further research, although work on this is somewhat slower than originally planned since Dr. Edinger's resignation.

A. Overview

During the Project's three-year period, evaluation of child gains was accomplished by several different techniques using an evaluation design and procedures adopted in consultation with Dr. John Irwin, a TADS consultant in 1976-77. Dr. Irwin again worked with the Project's evaluation component in 1977-78. Baby Buggy Paper #158 outlines the evaluation design. (See Appendix E.)

Direct measures of child progress were measured four ways:

1. Alpern-Boll Developmental Profile
2. REEL (Receptive-Expressive Emergent Language Scale)
3. Uzgiris and Hunt ordinal scale
4. Growth Rate Progress charts

The latter two measures will be discussed in greater detail later in this section.

Children made statistically significant gains, frequently at the .001 level.

In addition, to determine whether or not the Core Curriculum used in the Project was actually being tested by the instruments used, an extensive cross-referencing of the items on the ALPERN-BOLL and REEL was undertaken in February, 1978. Statistical treatment of the children's gains on referenced and non-referenced items was undertaken and accomplished in conjunction with Dr. Irwin, who functioned as a WESTAR consultant. The results of his analysis follow the test results analyses, Parts I-IV. Generally, children's performance was significantly better ($p < .01$) on the test items that were referenced in the Core Curriculum as compared to the items that were not referenced. The cross-referencing analysis was done at the end of the Project's third year, and therefore cannot be construed as teaching for the test. Programming for each child was individual. The Core Curriculum was developed from the most commonly used bi-yearly goals, not test items. The test results curriculum/test item analysis represents the 1976-77 period of the Project. Because of the timing of the technical assistance, an arbitrary cut-off date for the third year testing was set at March 31, 1978. Only eight children had a minimum of two sets of scores for the second year, using the cut-off date. Had the cut-off been June 30, 1978, 24 children could have been included for a similar analysis for 1977-78 scores.

B. Raw Data from Alpern-Boll and REEL

Two formal measures, the Alpern-Boll Developmental Profile and the REEL (Receptive-Expressive Emergent Language Scale) were administered to every child within four weeks after he/she entered the Project, with re-administration at six-month intervals. Use of the Alpern-Boll commenced in September, 1976, while testing on the REEL began in January, 1977.

Scores on the two instruments for the children who participated in the Project and who were tested at least one time may be found in Table 24. Several conditions resulted in only a single administration: the family moved out of the area; severe illness and/or hospitalization; death of the child; or the child's entrance into the program during the last five months of the third year.

Table 24. Scores of Children on the Alpern-Boll and REEL (1976-78).

Birthdate	Child#	CA	Test Date	Alpern-Boll					CA	Test Date	REEL		
				Phys.	Sif-Hlp.	Soc.	Acad.	Comm.			RLA	ELA	CLA
74-7-2	016	26	76-9-21	16	18	24	22	21	30	77-1-24	22	20	21
		33	77-4-4	32	34	32	28	30	36	77-7-25	36	33	34.5
76-3-2	017	7	76-10-5	4	6	4	6	6					
76-6-1	018	3	76-9-30	2	6	4	6	6	7	77-1-6	8	8	8
		11	77-4-27	10	12	12	12	12	13	77-7-28	16	12	14
		15	77-10-4	16	18	20	15	20	19	77-1-4	16	14	15
		21	78-3-14	20	22	26	24	20	23	78-5-23	27	22	24.5
74-3-4	019	33	76-12-21	24	26	28	22	14					
74-8-23	020	25	76-9-16	24	28	20	21	12	30	77-2-16	30	11	20.5
		32	77-4-27	38	34	34	32	18	36	77-8-10	33	14	24
75-2-19	021	19	76-9-20	18	26	18	17	12					
		25	77-3-21	22	28	26	26	16	22	77-1-20	22	12	17
		31	77-9-22	22	28	28	26	16	30	77-7-25	30	12	21
		35	78-1-5	32	40	32	32	18	35	78-1-19	30	12	18
76-4-7	022	6	76-10-7	6	6	6	9	6	9	77-1-24	9	9	9
		12	77-4-4	12	12	10	12	12	15	77-7-7	14	16	15
		20	78-1-30	18	22	22	24	18	22	78-3-1	22	16	19
		26	78-6-16	22	30	24	24	22					
74-2-18	023	32	76-10-11	36	46	28	34	32	35	77-1-19	35	35	35
		40	77-6-23	36	44	48	32	40	41	77-7-23	36+	36+	36+

Table 24, cont.

Birthdate	Child#	Alpern-Boll							REEL				
		CA	Test Date	Phys.	Slf-Hlp.	Soc.	Acad.	Comm.	CA	Test Date	RLA	ELA	CLA
74-10-11	025	24	76-10-6	24	24	16	24	18					
76-2-21	026	7	76-9-28	6	6	6	6	4	11	77-1-19	10	9	9.5
		13	77-3-28	14	12	16	9	12	17	77-7-26	16	18	17
		19	77-9-14	20	16	22	15	16	23	78-1-18	22	20	21
		26	78-4-19	18	36	22	24	28					
75-11-5	028	11	76-10-5	12	14	24	18	14	14	77-1-19	12	14	13
		17	77-4-5	22	20	26	26	20	20	77-7-12	22	22	22
		23	77-10-10	22	28	26	26	20	26	78-1-23	27	22	24.5
75-5-9	029	22	77-5-3	20	20	20	22	18	19	77-2-17	16	16	16
		29	77-10-18	26	24	26	22	26	27	77-8-3	22	22	22
		36	78-5-15	34	34	34	36	36	33	78-2-14	30	30	30
76-8-27	030	2	76-11-8	2	2	2	2	2	5	77-1-20	5	5	5
		8	77-5-2	6	6	6	6	4	11	77-7-25	6	6	6
		14	77-11-14	10	8	6	9	2	13	77-10-19	12	2	7
		21	78-5-9	10	8	8	9	8	20	78-4-10	10	8	9
74-12-24	031	24	76-12-7	20	22	16	15	14	25	77-1-17	16	12	14
		30	77-6-23	30	28	22	26	26	32	77-8-10	27	19	23
		36	78-1-9	38	34	34	38	28	36	78-1-9	36	30	33
76-6-26	032	4	76-11-11	4	6	6	6	6					
74-10-16	034	26	76-12-7	14	30	24	18	20	27	77-1-21	27	27	27
		32	77-6-2	22	36	28	26	26	33	77-7-25	33	30	31.5

Table 24, cont.

Birthdate	Child#	Alpern-Boll								REEL			
		CA	Test Date	Phys.	Sit-Hlp.	Soc.	Acad.	Comm.	CA	Test Date	RLA	ELA	CLA
75-11-25	044	12	76-12-16	16	16	20	15	22					
		19	77-6-23	22	26	20	20	22					
76-9-8	046	4	77-1-3	0	1	1	1	0	5	77-2-2	0	0	0
		10	77-7-4	0	1	1	1	0	11	77-8-8	1	1	1
76-6-30	047	9	77-3-23	0	0	2	0	2	9	77-3-23	2	0	1
76-11-15	048	9	77-9-13	6	10	6	7	8	9	77-9-27	4	5	4.5
76-11-21	049	3	77-2-24	2	4	4	6	6	3	77-2-24	4	3	3.5
		9	77-8-8	8	6	6	12	8	9	77-8-8	8	6	7
		11	77-10-31	12	12	10	12	12					
		18	78-5-22	20	16	20	18	16	18	78-5-22	16	16	16
76-12-28	050	2	77-2-22	2	2	2	2	4	2	77-2-15	2	2	2
		8	77-8-10	4	4	6	6	4	8	77-8-10	2	4	3
		12	78-3-15	4	6	6	8	4	15	78-3-15	4	4	4
76-9-22	051	7	77-3-16	4	6	6	8	8					
76-4-30	055	10	77-2-24	8	12	10	12	8	10	77-3-1	9	9	9
		17	77-9-26	20	16	20	14	16	17	77-9-12	16	14	15
		23	78-4-4	24	20	28	20	18	23	78-4-5	24	14	19
74-6-23	056	19	77-3-23	4	4	6	7	4	31	77-3-23	5	5	5

Table 24, cont.

Birthdate	Child #	Alpern-Boll								REEL			
		CA	Test Date	phys.	5 ft-Hip.	Soc.	Acad.	Comm.	CA	Test Date	RLA	ELA	CLA
75-12-17	057	14	77-2-28	16	20	14	9	12	15	77-3-14	6	1	3.5
		17	77-9-28	14	26	18	18	16	22	77-10-17	16	1	5
		27	78-3-15	22	26	18	24	20	27	78-3-15	20	16	18
74-10-15	059	29	77-4-5	20	24	30	20	24	30	77-4-5	30	30	30
		36	77-10-6	30	42	38	32	34	36	77-10-6	33	36	34.5
74-12-21	060	27	77-3-23	0	2	4	0	2	27	77-3-23	1	1	1
		33	77-9-28	0	2	6	4	4	33	77-9-2	2	2	2
76-11-27	061	4	77-3-23	0	0	0	0	0	5	77-4-4	0	0	0
		10	77-10-5	4	4	6	9	4	10	77-10-5	5	3	4
		17+	78-5-15	4	4	6	9	6	17+	78-5-15	5	5	5
75-2-22	062	26	77-4-18	20	22	20	26	28	26	77-4-18	27	27	27
		34	77-12-22	30	36	32	32	28	33	77-11-29	30	30	30
76-10-7	063	6	77-4-4	4	6	4	6	4	7	77-5-16	8	7	7.5
		12	77-10-26	12	14	12	12	12	16	78-2-1	20	18	19
75-10-9	064	18	77-4-28	18	20	22	15	16	18	77-5-5	18	18	18
		26	77-12-19	20	32	28	24	24	26	77-12-19	27	22	24.5
		31	78-5-1	24	32	28	32	32	31	78-5-1	30	27	28.5
76-11-30	065	5	77-4-25	4	6	6	9	6	5	77-4-25	5	5	5
		14	78-2-15	10	22	12	15	20					
76-9-15	067	9	77-6-21	14	10	18	12	10	9	77-6-21	10	9	9.5
		14	77-11-29	10	12	18	18	14	14	77-11-15	14	12	13

Birthdate	Child #	Alpern-Boll							REEL				
		CA	Test Date	Phy.	Slf-Hlp.	Soc.	Acad.	Comm.	CA	Test Date	RLA	ELA	CLA
77-1-1	068	5	77-6-21	4	4	6	9	2	5	77-6-21	3	5	4
		13	78-2-27	--	--	4	5	--	14	78-3-6	5	6	5.5
75-6-2	069	24	77-6-7	20	24	22	14	12	24	77-6-7	11	9	10
75-2-12	070	28	77-6-17	22	26	26	21	12	30	77-6-17	20	5	13.5
		38	78-2-15	40	44	38	30	26	35	78-1-18	24	22	23
77-5-23	071	1.5	77-7-7	4	2	6	4	4	1.5	77-7-7	2	2	2
		8	78-1-26	10	10	10	9	10	8	78-1-26	10	8	9
77-1-24	073	6	77-8-3	6	6	6	6	6	10	77-10-26	8	9	8.5
		12	78-2-20	12	12	12	12	10	16	78-4-5	14	12	13
76-11-23	076	8	77-7-27	2	4	6	9	6	9	77-9-6	8	8	8
		13	78-1-10	6	6	8	12	12	15	78-3-14	11	9	10
77-7-30	078	2	77-9-6	0	2	6	6	2	2	77-9-6	3	2	2.5
		8	78-4-17	6	8	8	9	10	9	78-5-1	9	9	9
75-3-19	079	33	77-11-16	32	32	28	28	32	32	77-11-30	30	33	31.5
		38	78-5-3	40	34	44	40	44	34	78-1-18	36	36	36
76-4-1	080	19	77-10-18	16	18	22	12	12	19	77-10-25	12	9	10.5
		25	78-5-7	22	24	24	26	26	25	78-5-17	27	27	27
77-3-26	081	6	77-9-12	2	6	6	6	6	7	77-10-31	6	7	6.5
		11	78-2-27	10	14	10	10	12	16	78-5-22	14	12	13
77-7-19	083	10	78-5-15	0	2	4	4	0	10	78-5-15	1	1	1

Table 24, cont.

Birthdate	Child #	<u>Alpern-Boll</u>					<u>REEL</u>						
		CA	Test Date	Phys.	Slf-Hlp.	Soc.	Acad.	Comm.	CA	Test Date	RLA	ELA	CLA
76-5-7	084	18	77-11-9	12	14	14	12	16	18	77-11-29	14	14	14
77-6-5	086	5	77-11-17	2	4	6	6	6	5	77-11-17	5	6	5.5
		11	78-5-31	12	16	14	15	12	11	78-5-31	11	12	11.5
77-1-30	087	10	77-11-23	4	6	6	9	4	10	77-11-16	4	3	3.5
		15	78-5-17	12	8	18	12	14	15	78-5-17	12	12	12
75-9-23	088	25	77-11-9	20	32	28	24	26	25	77-11-9	24	22	23
		32	78-5-15	26	42	32	30	30	32	78-5-15	27	27	27
77-8-17	089	4	78-1-10	2	0	2	0	0	4	78-1-10	0	0	0
76-5-25	090	18	77-11-23	16	12	22	18	20	18	77-11-23	20	18	19
		24	78-5-22	20	24	26	26	26	24	78-5-22	24	24	24
74-11-12	033	35	77-10-11	38	38	34	36	36	34	77-10-4	36	36	36
77-6-4	091	7.5	78-1-26	4	6	6	6	4	8	78-3-9	6	6	6
77-7-17	094	7	78-1-31	4	6	6	6	6	7	78-2-14	5	5	5
1-9-76	095	27	3-6-78	24	23	22	24	24	26	78-3-13	20	22	21
1-4-76	102	25	78-2-6	20	22	20	18	20	26	78-3-6	14	18	16
6-18-75	092	31	78-1-31	36	40	28	30	34	31	78-1-31	33	30	31.5
3-24-78	117	1.5	5-7-78	0	2	0	0	0	19	78-5-1	1	0	0.5

Table 24, cont.

Birthdate	Child #	CA	Test Date	Alpern-Boll					CA	Test Date	REEL		
				Phys.	Slt-Hlp.	Soc.	Acad.	Comm.			RLA	ELA	CLA
12-13-77	093	4	78-4-5	0	2	0	0	0	4	78-4-5	1	1	1
1-14-78	115	3.5	78-5-8	2	6	4	6	6	4	78-5-15	5	5	5
2-24-78	113	3	78-5-25	2	6	6	6	2	3.5	78-6-15	3	4	3.5
2-8-78	109	3	78-5-17	2	6	6	6	6	3	78-5-17	5	4	4
7-10-76	103	21	78-4-20	20	26	24	15	18	22	78-5-25	22	20	21
7-16-76	112	23	78-5-3	12	22	22	16	14	23	78-5-10	20	18	19
3-6-78	111	2	78-5-17	2	2	2	2	2	2	78-5-17	2	2	2
2-28-78	108	2	78-5-4	2	2	4	2	2	2	78-5-11	2	2	2
1-25-78	110	3	78-5-2	2	4	4	6	--	3	78-5-15	4	4	4
11-4-76	122	19	6-1-78	12	18	16	12	12	19	6-1-78	14	12	13
10-10-77	121	8	6-14-78	4	6	4	6	6	8	6-14-78	5	6	5.5
8-15-77	106	9	78-5-15	6	8	8	9	10	9	78-5-15	9	9	9

C. Statistical Analysis of Child Progress

- Part I Entrance/Exit Evaluations
- Part II First Two Evaluations
- Part III Improvement by Age Group
- Part IV Trend Analyses

PART I: ENTRANCE/EXIT EVALUATIONS

Introduction

Although a total of 85 children participated in the MACOMB 0-3 PROJECT during the period 1976-78, complete evaluation data was available on 36 children when an arbitrary cut-off point of March 31, 1978, was used. Each of these 36 children was tested at least twice: once at program entrance and once at exit. In addition, many of the children were tested at mid-point. A few of the children were tested at two mid-points. This analysis deals only with the entrance and exit examinations.

The possible strengths of this analysis base are (a) the largest possible N (36) is used and (b) the total improvement of each child is studied. Possible weaknesses of this approach are (a) the intervention times of the subjects vary from 5.3 months to 18 months and (b) the number of test administrations, with whatever learning effect, varies from two to four.

Subjects

For the ALPERN-BOLL data, the mean Pre- CA was 14.5 months with a range from 1.2 months to 31.9 months; the mean Post- CA, 23.7 months, with a range from 40.2 months to 8.1 months. The mean elapsed time between Pre- and Post- testings was 9.1 months.

For the REEL data, the mean Pre- CA was 15.6 months, with a range from 35.0 months to 1.2 months; the mean Post- CA was 24.5 months, with a range from 41.2 months to 8.1 months. The mean elapsed time between Pre- and Post- testings was 8.9 months.

In this section of the report, data have not been treated by such possible independent variables as age, sex, race, or handicapping conditions.

Instruments

In each evaluation, two instruments, the ALPERN-BOLL and the REEL, were used. The five domains of the ALPERN-BOLL by computer code number are (1) PHYSICAL, (2) SELF-HELP, (3) SOCIAL, (4) ACADEMIC, and (5) COMMUNICATION. The two domains of the REEL by computer code number are (6) RECEPTIVE and (7) EXPRESSIVE. The REEL COMBINED was coded as (8).

Basic input specifications for these eight sets of data are shown in Table 25. Note, as is indicated in the Developmental Age column of Table 25, that each of the eight measures is scored in years and months. Note also, as is shown in the Multivariate column of Table 25, that the REEL CLA is not entered in the multivariate; this reflects the fact that the REEL CLA is essentially redundant with the REEL RLA and the REEL ELA.

Analyses of Improvement

It must be explicitly recognized that, inasmuch as no control group was used, analyses of the test data can express only the magnitudes and probabilities of the obtained changes. Causation cannot be directly inferred.

The Memphis State Computerized Evaluation Program (Wong and Irwin, 1974) was used. This analysis includes: (1) multivariate analyses of variance; (2) univariate analyses for each test; (3) one-way analyses of variance done in conjunction with the Newman-Keuls; and (4) confidence intervals for the probabilities of success with each test.

The Multivariate Analyses of Variance (MANOVA)

The purpose of the MANOVA is to estimate the overall impact of the total program as represented by the scores of each of the 36 children on each of the seven tests entered in the analyses. In Table 26, the F-ratio for Pre-, Post- is significant ($p < .01$), permitting rejection of the null hypothesis. This analysis suggests that the improvement in the 36 children who participated in the Macomb 0-3 Program is greater than would be expected by chance.

F-Ratios

Table 27 summarizes the data for each, including the REEL Combined. The F-ratios for each of the noncompensated difference scores are significant ($p < .01$). These data are consistent with those from Table 26. As conventionally measured, infants in the Macomb Project make greater progress on each test than could be expected by chance.

Table 27 also presents the number of subjects, the mean, the standard deviation, the standard error of the mean, the minimum, the maximum, and the range for the Pre-, Post-, and Compensated Post-values for each domain. Table 27, it should be noted, represents only a summary presentation. In the computer output, the data for each child on each domain are summarized, including a breakdown of intervention effect, maturation effect, and performance quotient values.

MANOVA and Newman-Keuls

Table 28 presents the one-way analysis of variance for the eight subtests. In this analysis, the data are first standardized (subtract the Pre- mean and divide

by the Pre- standard deviation) in order to minimize the effect of the different tests themselves.

The purpose of this analysis of variance is to test the hypothesis that the eight subtests do not differ in sensitivity, that is, in magnitude of change as measured. The Between Tests F-ratio in Table 28 is not significant ($p > .05$). This analysis, then suggests that significant differences probably will not be found between the gains measured by the different pairs of tests.

The Newman-Keuls is designed to test the significance of the difference in the individual pairs of tests. A treatment total--defined as the sum of the difference in the Pre-, Post- scores after standardization--is computed for each test. The Newman-Keuls analyses rank each test in order of ascending magnitude of treatment total and present the statistical significance of the difference between the treatment totals of each possible pair of tests.

Table 29 presents the Newman-Keuls analysis. In the left-hand column, the tests are ranked by name in order of increasing sensitivity. Thus, the treatment total for the ALPERN-BOLL SELF-HELP is lowest; for the ALPERN-BOLL ACADEMIC, greatest. The statistical significance of the difference between each pair of tests is shown in the columns under the heading Treatment Totals. The individual pairs of tests are coded by a name and number. None of the differences between any of the 28 possible pairs of tests is significant ($p > .05$).

The analyses in Tables 28 and 29 suggest that during the period of the Macomb Project, the magnitude of the change made by the children in the various domains were approximately equal.

Confidence Intervals for Success

For purposes of these analyses, success is defined as any change from the Pre- score to Post- score in the direction of improvement. In Table 30, the number of children succeeding in each of the eight subtests appears in the third column, No. of Successes. Note that 36 of the infants showed success on the REEL RIA and REEL CLA and that only 31 showed success on the A-B PHYSICAL. The column headed Proportion of Successes gives the best point estimate of the probabilities of success for each test. For the REEL RIA and REEL CLA, the best point estimate is 1.000. For the ALPERN-BOLL PHYSICAL, on the other hand, the best point estimate is .861. Confidence Limits are given for both the 95% and the 99% level.

Table 25 . Input Specifications for Macomb 0-3 Project Evaluation Battery
(Macomb, 1976-78).

Test		Specifications*			
Code No.	Name	Developmental Age	Direction of Change	Multivariate	Measurement Base
1	A-B Physical	+	+	+	DA ↑ ↓
2	A-B Self Help	+	+	+	
3	A-B Social	+	+	+	
4	A-B Academic	+	+	+	
5	A-B Communication	+	+	+	
6	REEL RLA	+	+	+	
7	REEL ELA	+	+	+	
8	REEL CLA	+	+	-	

*Key

Developmental Age: + = scored in years and/or months; - = other units

Direction of Change: + = larger is better; - = smaller is better

Multivariate: + = include in MV; - = do not include

TABLE 26. Multivariate analysis of variance for 36 subjects and 7 dependent variables (1976-78).

Source	LOG (Generalized Variance)	F-Statistic	Degrees of Freedom	Probability
Pre-, Post-	40.3084	Exact 14.4733	7 29	.001
Subjects	49.1168	Approx. 3.0107	245 212.05	.001
Interaction	38.8058			

TABLE 27. Basic summary by test for Macomb Project (1976-78).

Test No.	Test Name		N	Mean	Standard Deviation	Std. Error of Mean	Minimum	Maximum	Range	F-Ratio	Probability (Difference)
1	A-B Physical	Pre- Post-	36	11.44 19.39	9.700 12.215	1.617 2.036	.00 .00	36.00 40.00	36.00 40.00	68.326	.001**
2	Self-Help	Pre- Post-	36	13.86 21.81	11.574 13.860	1.929 2.310	.00 .00	46.00 44.00	46.00 44.00	69.278	.001**
3	Social	Pre- Post-	36	13.81 21.75	9.850 12.493	1.642 2.082	.00 1.00	30.00 48.00	30.00 47.00	56.970	.001**
4	Academic	Pre- Post-	36	12.78 20.75	8.906 10.953	1.484 1.825	.00 1.00	34.00 40.00	34.00 39.00	74.082	.001**
5	Communicative	Pre- Post-	36	11.42 18.94	9.123 11.105	1.520 1.851	.00 .00	32.00 44.00	32.00 44.00	87.827	.001**
6	Receptive	Pre- Post-	36	12.97 20.94	10.095 10.865	1.683 1.811	.00 1.00	35.00 36.00	35.00 35.00	77.375	.001**
7	Expressive	Pre- Post-	36	11.33 18.28	9.651 10.339	1.609 1.723	.00 1.00	35.00 36.00	35.00 35.00	60.649	.001**
8	Combined	Pre- Post-	36	12.22 19.50	9.631 10.291	1.605 1.715	.00 1.00	35.00 36.00	35.00 35.00	76.426	.001**

significant @ .05 level

significant @ .01 level

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TABLE 28. One way analysis of variance for 36 subjects and 8 dependent variables (1976-78).

Source	Sum of Squares	Degrees of Freedom	F-Ratio	Probability
Between Tests	1.09	7	1.215	.295
Between Subjects	57.67	35	12.862	.001
Residual	31.38	245		
Total	90.14	287		

Table 29 . Newman-Keuls test for 8 dependent variables (1976-78).

Test		Treatment Totals*								Critical Values		
		24.71	25.90	27.20	28.43	29.04	29.49	29.71	32.22			
Name	No.	2	7	8	6	3	1	5	4	R	.05 Lev.	.01 Lev.
A-B Self-Help	2		1.2	2.5	3.7	4.3	4.8	5.0	7.5	8	9.47	11.19
REEL ELA	7			1.3	2.5	3.1	3.6	3.8	6.3	7	9.21	10.95
REEL CLA	8				1.2	1.8	2.3	2.5	5.0	6	8.91	10.62
REEL RLA	6					.6	1.1	1.3	3.8	5	8.51	10.28
A-B Social	3						.4	.7	3.2	4	8.01	9.81
A-B Physical	1							.2	2.7	3	7.29	9.14
A-B Communication	5								2.5	2	6.06	8.03
A-B Academic	4											

*significant @ .05 level

**significant @ .01 level

Table 30 . Probabilities of success by 8 dependent variables for 2 levels of confidence (1976-78).

Name of Test	No. of Observations	No. of Successes	Proportion of Successes	95% Conf. Limits		99% Conf. Limits	
				Lower	Upper	Lower	Upper
A-B Physical	36	31	.861	.706	.954	.655	.969
A-B Self-Help	36	32	.889	.740	.969	.690	.981
A-B Social	36	33	.917	.776	.983	.728	.991
A-B Academic	36	33	.917	.776	.983	.728	.991
A-B Communication	36	32	.889	.740	.969	.690	.981
REEL RLA	36	36	1.000	.903	1.000	.864	1.000
REEL ELA	36	35	.972	.855	1.000	.810	1.000
REEL CLA	36	36	1.000	.903	1.000	.864	1.000

PART II: FIRST TWO EVALUATIONS

Introduction

Although a total of 85 children participated in the MACOMB 0-3 PROJECT during the period 1976-78, complete evaluation data was available on 36 children when an arbitrary cut-off point of March 31, 1978, was used. Each of these 36 children was tested at least twice: once at program entrance and once at exit. In addition, many of the children were tested at mid-point. A few of the children were tested at two mid-points. This analysis deals only with the first and second evaluations of each child.

The possible strengths of this analysis base are (a) the largest possible N (36) is used, (b) the number of test experiences, with whatever learning effect, is small (2) and does not vary, and (c) the elapsed time between evaluations is relatively constant, with a mean value of approximately six months. The major weakness of this analysis is that it does not study the complete progress of the 14 children in the sample who had more than two evaluations.

Subjects

For the ALPERN-BOLL data, the mean Pre- CA was 14.5 months, with a range from 31.9 months to 1.2 months; the mean Post- CA was 21 months, with a range from 40.2 months to 7.4 months. The mean elapsed time between Pre- and Post- testings was 6.2 months.

For the REEL data, the mean Pre- CA was 15.6 months, with a range from 35.0 months to 1.2 months; the mean Post- CA was 21.8 months, with a

range from 41.2 months to 8.1 months. The mean elapsed time between Pre-Post- testings was 6.2 months.

In this section of the report, data have not been treated by such possible independent variables as age, sex, race, or handicapping conditions.

Instruments

In each evaluation, two instruments, the ALPERN-BOLL and the REEL, were used. The five domains of the ALPERN-BOLL by computer code number are (1) PHYSICAL, (2) SELF-HELP, (3) SOCIAL, (4) ACADEMIC, and (5) COMMUNICATION. The two domains of the REEL by computer code number are (6) RECEPTIVE and (7) EXPRESSIVE. The REEL COMBINED was coded as (8).

Basic input specifications for these eight sets of data are shown in Table 31. Note, as is indicated in the Developmental Age column of Table 31, that each of the eight measures is scored in years and months. Note also, as is shown in the Multivariate column of Table 31, that the REEL CLA is not entered in the multivariate; this reflects the fact that the REEL CLA is essentially redundant with the REEL RLA and the REEL ELA.

Analyses of Improvement

It must be explicitly recognized that, inasmuch as no control group was used, analyses of the test data can express only the magnitudes and probabilities of the obtained changes. Causation cannot be directly inferred.

The Memphis State Computerized Evaluation Program (Wong and Irwin, 1974) was used. This analysis includes: (1) multivariate analyses of variance; (2) univariate analyses for each test; (3) one-way analyses of variance done in

conjunction with the Newman-Keuls; and (4) confidence intervals for the probabilities of success with each test.

The Multivariate Analyses of Variance (ANOVA)

The purpose of the MANOVA is to estimate the overall impact of the total program as represented by the scores of each of the 36 children on each of the seven tests entered in the analyses. In Table 32, the F-ratio for Pre-, Post- is significant ($p < .01$), permitting rejection of the null hypothesis.

F-Ratios

Table 33 summarizes the data for each of the subtests, including the REEL COMBINED. The F-ratios for each of the noncompensated difference scores are significant ($p < .01$). These data are consistent with those from Table 32. As conventionally measured, infants in the Macomb Project make greater progress on each test than would be expected by chance.

Table 33 also presents the number of subjects, the mean, the standard deviation, the standard error of the mean, the minimum, the maximum, and the range for the Pre-, Post-, and Compensated Post-values for each domain. Table 33 it should be noted, represents only a summary presentation. In the computer output, the data for each child on each domain are summarized, including a breakdown of intervention effect, maturation effect, and performance quotient values.

ANOVA and Newman-Keuls

Table 34 presents the one-way analysis of variance for the eight subtests. In this analysis, the data are first standardized (subtract the Pre- mean and

divide by the Pre- standard deviation) in order to minimize the effect of the different tests themselves.

The purpose of this analysis of variance is to test the hypothesis that the eight subtests do not differ in sensitivity, that is, in magnitude of change as measured. The Between Tests F-Ratio in Table 34 is not significant ($p > .05$). This analysis, then suggests that significant differences probably will not be found between the gains measured by the different pairs of tests.

Table 35 presents the Newman-Keuls analysis. In the left-hand column, the tests are ranked by name in order of increasing sensitivity. Thus, the treatment total for the ALPERN-BOLL SELF-HELP is lowest; for the ALPERN-BOLL COMMUNICATION, greatest. The statistical significance of the difference between each pair of tests is shown in the columns under the heading Treatment Totals. The individual pairs of tests are coded by a name and number. None of the differences between any of the 28 possible pairs of tests is significant ($p > .05$).

The analyses in Tables 34 and 35 suggests that during the period of the Macomb Project, the magnitude of the change made by the children in the various domains were approximately equal.

Confidence Intervals for Success

For purposes of these analyses, success is defined as any change from the Pre- score to Post- score in the direction of improvement. In Table 36, the number of children succeeding in each of the eight subtests appears in the third column, No. of Successes. Note that 36 of the infants showed success on the

REEL COMBINED and that only 29 showed success on the ALPERN-BOLL PHYSICAL.

The column headed Proportion of Successes gives the best point estimate of the probabilities of success for each test. For the REEL COMBINED, the best point estimate is 1.000. For the ALPERN-BOLL PHYSICAL, on the other hand, the best point estimate is .806. Confidence Limits are given for the 95% and 99% levels.

Table 31 . Input specifications for Macomb 0-3 project evaluation battery
(Macomb, 1976-78).

Test		Specifications*			
Code No.	Name	Developmental Age	Direction of Change	Multivariate	Measurement Base
1	A-B Physical	+	+	+	DA ↑ ↓
2	A-B Self-Help	+	+	+	
3	A-B Social	+	+	+	
4	A-B Academic	+	+	+	
5	A-B Communication	+	+	+	
6	REEL RIA	+	+	+	
7	REEL ELA	+	+	+	
8	REEL CLA	+	+	-	

*Key

Developmental Age: += scored in years and/or months: -= other units

Direction of Change: += larger is better: -= smaller is better

Multivariate: += include in MV: -= do not include

TABLE 32. Multivariate analysis of variance for 36 subjects and 7 dependent variables (1976-78).

Source	LOG (Generalized Variance)	F-Statistic	Degrees of Freedom		Probability
Pre-, Post-	38.8055	Exact 19.6979	7	29	.001
Subjects	49.3388	Approx. 4.2980	245	212.05	.001
Interaction	37.0555				

TABLE 33. Basic summary by test for Macomb 0-3 Project (1976-78).

Test No.	Test Name		N	Mean	Standard Deviation	Std. Error of Mean	Minimum	Maximum	Range	F-Ratio	Probability (Difference)
1	A-B Physical	Pre- Post-	36	11.44 17.39	9.700 11.758	1.617 1.960	.00 .00	36.00 40.00	36.00 40.00	49.921	.001**
2	A-B Self-Help	Pre- Post-	36	13.86 19.75	11.574 13.685	1.929 2.281	.00 .00	46.00 44.00	46.00 44.00	46.705	.001**
3	A-B Social	Pre- Post-	36	13.81 19.81	9.850 12.375	1.642 2.062	.00 1.00	30.00 48.00	30.00 47.00	56.700	.001**
4	A-B Academic	Pre- Post-	36	12.78 18.33	8.906 10.262	1.484 1.710	.00 1.00	34.00 40.00	34.00 39.00	67.411	.001**
5	A-B Communication	Pre- Post-	36	11.42 17.39	9.123 10.953	1.520 1.825	.00 .00	32.00 44.00	32.00 44.00	82.465	.001**
6	REEL RLA	Pre- Post-	36	12.97 18.83	10.095 10.737	1.683 1.790	.00 1.00	35.00 36.00	35.00 35.00	89.745	.001**
7	REEL ELA	Pre- Post-	36	11.33 16.47	9.651 10.508	1.609 1.751	.00 1.00	35.00 36.00	35.00 35.00	50.545	.001**
8	REEL CLA	Pre- Post-	36	12.22 17.56	9.631 10.380	1.605 1.730	.00 1.00	35.00 36.00	35.00 35.00	79.644	.001**

Significant @ .05 level

Significant @ .01 level

TABLE 34. One way analysis of variance for 36 subjects and 8 dependent variables (1976-78).

Source	Sum of Squares	Degrees of Freedom	F-Ratio	Probability
Between Tests	.62	7	.823	.570
Between Subjects	28.68	35	7.573	.001
Residual	26.51	245		
Total	55.81	287		

Table 35 . Newman-Keuls test for 8 dependent variables (1976-78).

Test		Treatment Totals*								Critical Values		
Name	No.	18.32	19.17	19.94	20.90	21.93	22.06	22.46	23.57	R	.05 Lev.	.01 Lev.
A-B Self Help	2		.9	1.6	2.6	3.6	3.7	4.1	5.3	8	8.70	10.28
REEL ELA	7			.8	1.7	2.8	2.9	3.3	4.4	7	8.46	10.07
REEL CLA	8				1.0	2.0	2.1	2.5	3.6	6	8.19	9.76
REEL RLA	6					1.0	1.2	1.6	2.7	5	7.82	9.45
A-B Social	3						.1	.5	1.6	4	7.36	9.02
A-B Physical	1							.4	1.5	3	6.70	8.40
A-B Academic	4								1.1	2	5.57	7.38
A-B Communication	5											

*significant @ .05 level

**significant @ .01 level

Table 36 . Probabilities of success by 8 dependent variables for 2 levels of confidence (1976-78).

Name of Test	No. of Observations	No. of Successes	Proportion of Successes	95% Conf. Limits		99% Conf. Limits	
				Lower	Upper	Lower	Upper
A-B Physical	36	29	.806	.640	.919	.588	.940
A-B Self-Help	36	31	.861	.706	.954	.655	.969
A-B Social	36	33	.917	.776	.983	.728	.991
A-B Academic	36	31	.861	.706	.954	.655	.969
A-B Communication	36	31	.861	.706	.954	.655	.969
REEL RLA	36	35	.972	.855	1.000	.810	1.000
REEL ELA	36	34	.944	.814	.994	.768	.998
REEL CLA	36	36	1.000	.903	1.000	.864	1.000

PART III: IMPROVEMENT BY AGE GROUPS

Introduction

The 36 children in the MACOMB 0-3 PROJECT were divided into two groups on the basis of age at the time of initial evaluation. The 18 children who were 10 months younger at the time of the pre-evaluation were assigned to the Younger group; the 18 children who were 11 months or older at the time of the first evaluation were assigned to the Older group. The first and second evaluations for each of the 8 tests on each child were used in these analyses.

Analysis of Improvement

Mean Gains by Tests and Groups

Table 37 summarizes the mean gains on each test by both groups. It should be noted that the gains made by both the Older and the Younger groups on each of the eight tests are significant ($p < .01$).

For each test, the greater gain is made by the Older group. The two largest differences are 3.78 for ALPERN-BOLL SELF-HELP and 3.45 for ALPERN-BOLL ACADEMIC. The smallest difference is found with the REEL COMBINED.

Significance of Difference Values

A multivariate analysis of variance was completed. The REEL COMBINED was not entered in this analysis. The analysis was not significant ($F = 1.657$, $df = 7, 28$, $p < .161$). This analysis would suggest that the two age groups did not differ in improvement on the battery as a whole.

As shown in Table 38, univariate analyses of variance were completed for each test, including the REEL COMBINED. The F values for both ALPERN-

BOLL SELF-HELP and ACADEMIC were significant ($P < .05$). These findings suggest the interpretation that the Older children did make more improvement on these two tests than did the Younger children. In general, however, looking at both the multivariate and univariate analyses, the conclusion appears justified that although a tendency does exist for the Older children to make greater improvement, both age groups actually improve to a rather similar degree.

Table 37 . Mean gains, standard deviations, and difference values (in months) by 8 tests and 2 age groups.

Item		TEST							
		Alpern-Boll					REEL		
		Physical	Self-Help	Social	Academic	Communication	Receptive	Expressive	Combined
Older N = 18	M	7.00**	7.78**	7.33**	7.28**	7.17**	6.50**	5.78**	5.83**
	SD	5.71	6.13	5.36	4.44	4.26	4.23	5.32	4.22
Younger N = 18	M	4.89**	4.00**	4.67**	3.83**	4.78**	5.22**	4.50**	4.83**
	SD	4.19	3.14	3.82	2.81	3.30	3.10	3.09	2.85
Older Minus Younger	D	2.11	3.78*	2.66	3.45*	2.39	1.28	1.28	1.00

*significant @ .05 level

**significant @ .01 level

Table 38 . Univariate F tests of difference scores by 8 tests and 2 groups .

Test	F 1, 34	Mean Square	Mean Sq. Error	P
Physical	1.60	40.111	25.052	< .214
Self-Help	5.41	128.444	23.739	< .026
Social	2.96	64.000	21.647	< .095
Academic	7.72	106.778	13.827	< .009
Communication	3.54	51.361	14.518	< .069
Receptive	1.07	14.694	13.753	< .309
Expressive	0.78	14.694	18.930	< .384
Combined	0.70	9.000	12.971	< .411

PART IV: TREND ANALYSES

Introduction

In the Macomb 0-3 Regional Project, 14 children were given the complete evaluation battery at least three times and at approximately six month intervals. The mean chronological ages and the mean developmental ages for the Bzoch-League Receptive-Expressive Emergent Language Scale (REEL) at each of the three points appear as Table 39. The equivalent data for the Alpern-Boll Developmental appear as Table 40. Figures 1 and 2 show corresponding data.

Linear Trend Analyses

Tests of Linearity for Combined REEL and Alpern-Boll

A multivariate analysis of variance for repeated measures was completed. The F-ratio ($F = 20.19$; $df = 7, 21$; $p < .001$) was significant. This analysis suggests that for these 14 subjects and seven subtests, the trend of the measurements at the three data points is linear.

Univariate analyses of variance for repeated measures were completed for each of the seven tests. The F-ratios for the Alpern-Boll Physical ($F = 91.24$), Self-Help ($F = 110.57$), Social ($F = 64.49$), Academic ($F = 99.02$), and Communicative ($F = 61.35$), and the REEL Receptive ($F = 113.58$), and Expressive ($F = 48.89$) were all significant ($df = 1, 27$; $p < .001$). Thus it may be concluded that the trend for each of the seven subtests at the three data points was linear.

Tests of Difference for Combined Alpern-Boll and REEL

A multivariate analysis of variance for repeated measures was completed. The F-ratio ($F = 5.74$; $df = 14, 40$, $p < .001$) was significant. This analysis

suggests that for these 14 subjects and seven subtests, the means of the measurements at the three data points do differ.

Univariate analyses of variance for repeated measures were completed for each of the seven subtests. The F-ratios for the Alpern-Boll Physical ($F = 43.93$), Self-Help ($F = 53.40$), Social ($F = 31.06$), Academic ($F = 47.98$), and Communicative ($F = 30.34$) and the REEL Receptive ($F = 57.25$) and Expressive ($F = 23.54$) were all significant ($df = 2, 26; p < .001$). Thus it may be concluded that the regular increments shown in both Tables 39 and 40 for each of the seven measures are greater than could be expected by chance.

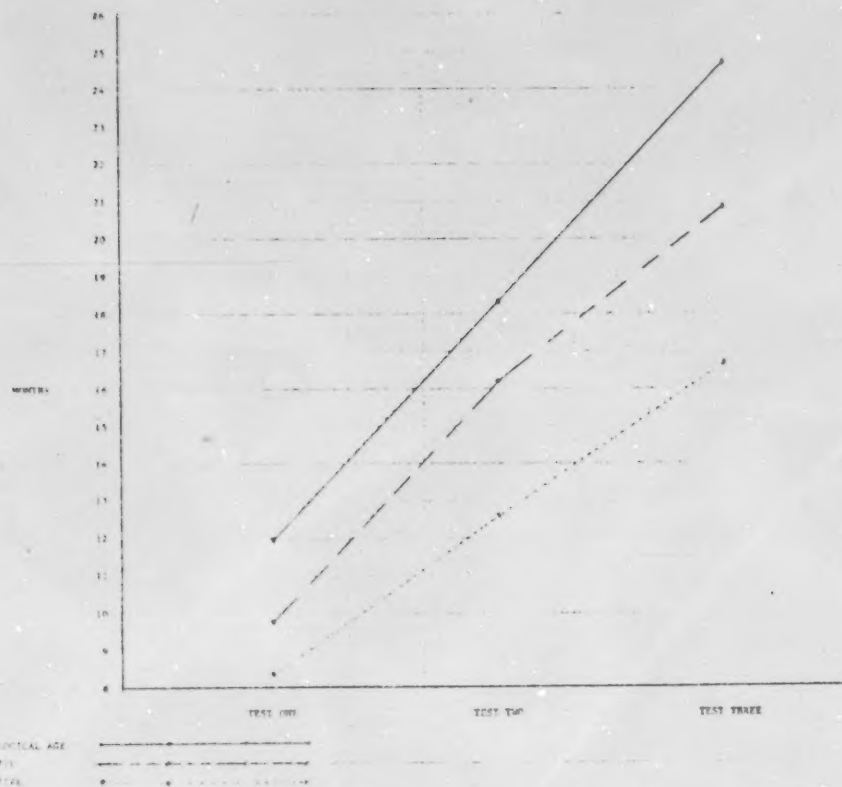
Table 39 . Mean chronological and developmental ages (in months) of 14 infants at three successive administrations of the Bzoch-League Receptive-Expressive Emergent Language Scale (Macomb 0-3).

Test Order	Measure		
	CA	Receptive	Expressive
1	12.0	9.79	8.43
2	18.3	16.21	12.64
3	24.7	20.86	16.71

Table 40 . Mean chronological and developmental ages (in months) of 14 infants at three successive administrations of the Alpern-Boll Developmental Profile (Macomb 0-3).

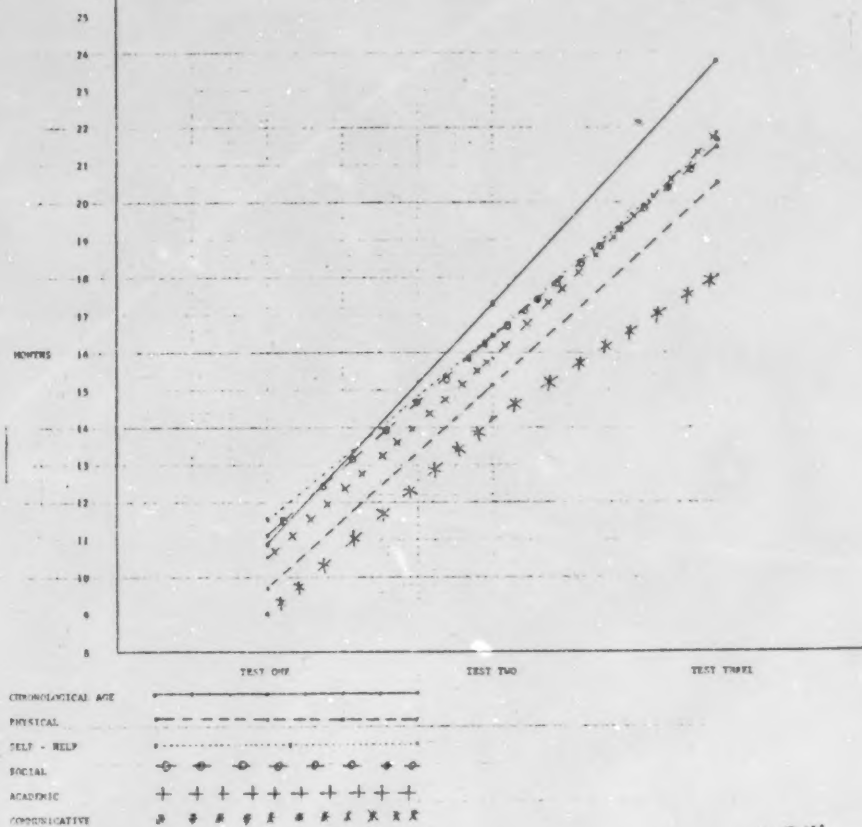
Test Order	Measure					
	CA	Physical	Self-Help	Social	Academic	Communi- cative
1	10.9	9.71	11.57	11.14	10.57	9.00
2	17.3	15.14	16.43	16.43	15.86	14.29
3	23.8	20.57	21.71	21.71	21.86	18.14

Figure 1. Mean chronological and developmental ages (in months) of 14 infants at three successive administrations of the REEL.



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Figure 2. Mean chronological and developmental ages (in months) of 14 infants at three successive administrations of the Alper-Boll Developmental Profile.



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D. Statistical Analyses of Referenced and
Non-Referenced Items in the Macomb
0-3 Project - 1976 - 1977
July 31, 1978

PART I: BACKGROUND

Introduction

The Core Curriculum of the Macomb 0-3 Regional Project is organized around the following categories of child-centered activities: Cognitive, Language, Motor (Gross and Fine), Self-Help, Social, and Sensory (Tactile, Visual, and Auditory). The assignment of specific Bi-Yearly Goal areas to curricular categories was, on occasion, somewhat arbitrary. For example, the goal specified as Reaches for Familiar People, classified as Social, could also have been treated as Cognitive. Many of the distinctions among items assigned to Cognitive and Language are also arbitrary.

In the actual development of the individualized program for each child, of course, the Core Curriculum items served only as starting points. Items were introduced in each program as was educationally consonant with the needs of each child. Nevertheless, the individualized programs closely reflect the emphases of the Core Curriculum.

The Evaluation Battery

The Evaluation Battery of the Macomb 0-3 Regional Project utilized two instruments: (1) The Alpern-Boll Developmental Profile and (2) The Bzoch-League Receptive-Expressive Emergent Language Scale. In addition, the Uzairi-Hunt Ordinal Scales of Psychological Development were administered twice to 6 children, each of whom was under 18 months of age. Because of (1) the descriptive nature of these scales, (2) the limited number of complete administrations, and (3) on-going experimentation with a shortened revision, these

scales were not included in the evaluation battery. It is possible that the Uzairis-Hunt scales in the revised form may be included in future evaluation.

Referencing

The possible relationships among items in the Bi-Yearly Goals in the Core Curriculum and the items in the Evaluation Battery were of concern to the Project staff. These possible relationships were examined in two phases.

- (1) For each of the two instruments, an item by item analysis was made as to whether the item was covered in the curriculum. The referencing of the Core Curriculum items to the Evaluation Battery was made by each of the major divisions in each instrument, and is reported by item, by number, and by percentage. These data appear as Tables 41(REEL) and 42(Alpern-Boll).
- (2) A statistical examination of the relationship between the referencing of items and clinical progress was also accomplished. This statistical analysis will be described in subsequent sections of this report.

Table 41. Summary of Bzoch-League Receptive-Expressive Emergent Language Profile (REEL) as Referenced to the Core Curriculum of the Macomb 0-3 Regional Project.*

Scale	ITEM														
	Identification Number										Scale Total	Referenced		Non-Referenced	
												N	%	N	%
Receptive	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	66	37	56	29	44
	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>					
	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>					
	<u>31</u>	<u>32</u>	<u>33</u>	<u>34</u>	<u>35</u>	<u>36</u>	<u>37</u>	<u>38</u>	<u>39</u>	<u>40</u>					
	<u>41</u>	<u>42</u>	<u>43</u>	<u>44</u>	<u>45</u>	<u>46</u>	<u>47</u>	<u>48</u>	<u>49</u>	<u>50</u>					
	<u>51</u>	<u>52</u>	<u>53</u>	<u>54</u>	<u>55</u>	<u>56</u>	<u>57</u>	<u>58</u>	<u>59</u>	<u>60</u>					
	<u>61</u>	<u>62</u>	<u>63</u>	<u>64</u>	<u>65</u>	<u>66</u>									
Expressive	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	66	33	50	33	50
	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>					
	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>					
	<u>31</u>	<u>32</u>	<u>33</u>	<u>34</u>	<u>35</u>	<u>36</u>	<u>37</u>	<u>38</u>	<u>39</u>	<u>40</u>					
	<u>41</u>	<u>42</u>	<u>43</u>	<u>44</u>	<u>45</u>	<u>46</u>	<u>47</u>	<u>48</u>	<u>49</u>	<u>50</u>					
	<u>51</u>	<u>52</u>	<u>53</u>	<u>54</u>	<u>55</u>	<u>56</u>	<u>57</u>	<u>58</u>	<u>59</u>	<u>60</u>					
	<u>61</u>	<u>62</u>	<u>63</u>	<u>64</u>	<u>65</u>	<u>66</u>									

*Items underlined are referenced.

Table 42 . Summary of Alpern-Boll Developmental Profile as Referenced to the Core Curriculum of the Macomb 0-3 Regional Project.*

Scale	ITEM															
	Identification Number											Scale Total	Referenced		Non-Referenced	
													N	%	N	%
Physical	<u>1</u> 12	<u>2</u> 13	<u>3</u> 14	<u>4</u> 15	<u>5</u> 16	6 17	<u>7</u> 18	<u>8</u> 19	9 20	<u>10</u> 21	<u>11</u>	21	15	71	6	29
Self-Help	<u>1</u> 12	2 13	3 14	<u>4</u> 15	<u>5</u> 16	<u>6</u> 17	<u>7</u> 18	<u>8</u> 19	<u>9</u> 20	10 21	<u>11</u>	21	12	57	9	23
Social	<u>1</u> 12	<u>2</u> 13	<u>3</u> 14	<u>4</u> 15	5 16	<u>6</u> 17	<u>7</u> 18	<u>8</u> 19	9 20	10 21	11	21	8	38	13	62
Academic	<u>1</u> 12	<u>2</u> 13	3 14	4 15	<u>5</u> 16	6 17	<u>7</u> 18	8 19	<u>9</u> --	<u>10</u> --	<u>11</u>	19	7	37	12	63
Communication	<u>1</u> 12	<u>2</u> 13	<u>3</u> 14	<u>4</u> 15	<u>5</u> 16	<u>6</u> 17	<u>7</u> 18	<u>8</u> 19	<u>9</u> 20	<u>10</u> 21	11	21	14	67	7	33

*Items underlined are referenced.

PART II: THE 1976-77 DATA

Introduction

In 1976-77, the evaluation battery of the MACOMB 0-3 PROJECT consisted of the BZOGH-LEAGUE RECEPTIVE-EXPRESSIVE EMERGENT LANGUAGE PROFILE (REEL) and THE ALPERN-BOLL DEVELOPMENTAL PROFILE. The REEL was administered on a pre-post basis to 25 infants; the ALPERN-BOLL, to 24.

At both the pre- and post- testing, each item, whether referenced or non-referenced, was scored as plus (+) if the behavior were scored as present and as minus (-) if the behavior were scored as missing. Only items scored as (+) could not improve and (2) the number of reversals, i.e. (+) to (-) was negligible. The items scored on the pre-test as (-) were entered in the analysis as unchanged if the behavior were judged missing on the post-test and as improved if the behavior were judged present on the post-test. For each of the two subtests on the REEL and each of the five subtests on the ALPERN-BOLL, the percentage of both referenced and non-referenced items that improved was calculated for each subject. This technique of scoring made provision for the fact that the number of referenced and non-referenced items--as shown in Tables 42 and 44--varied from subtest to subtest.

Analysis of REEL Data

As described in Part I, and as shown in Table 41, 56% (37) of the 66 items in the REEL RECEPTIVE PROFILE and 50% (33) of the 66 items in EXPRESSIVE PROFILE had been referenced in the Macomb curriculum. The percentage of

referenced and non-referenced items that improved was calculated as described for each subject. The mean percentanes of improvement appear in Table 43.

Multivariate Analysis of Variance

A one factor multivariate analysis of variance for repeated measures was completed. The F-Ratio for groups (1 = non-referenced, 2 = referenced) was significant ($F = 12.54$; $df = 2, 23$; $p < .01$). This analysis makes it possible to reject the null hypothesis, that is, that the two groups of data (non-referenced and referenced) did not differ.

Univariate Analyses of Variance

Single factor univariate analyses of variance for repeated measures were completed for each of the divisions of the REEL. For the EXPRESSIVE PROFILE, the F-Ratio was significant ($F = 13.272$; $df = 1, 24$; $p < .01$). Thus the difference value of 12.9% shown in Table 43 may be interpreted as greater than would have occurred by chance. This suggests that the 25 children did show greater improvement on referenced than on non-referenced items so far as the EXPRESSIVE PROFILE is concerned.

For the RECEPTIVE PROFILE, the F-Ratio was not significant ($F = 3.017$; $df = 1, 24$; $p > .05$). The null hypothesis cannot be rejected for the RECEPTIVE data; the difference value of 9.1% shown in Table 43 is best interpreted as due to chance.

Arcsine Transformations

Because the basic data were ratio in nature, Arcsine Transformations were completed in order to make the variances of the different distributions

more comparable. The single multivariate and the two univariate analyses were run again. As with the non-transformed data, the multivariate was significant ($F = 8.055$, $df = 2, 23$; $p < .01$); the univariate for the EXPRESSIVE PROFILE was significant ($F = 9.459$, $df = 1, 24$; $p < .01$); and the univariate for the RECEPTIVE PROFILE was not significant ($F = 2.179$, $df = 1, 24$; $p > .05$).

Analysis of Alpern-Boll Data

As described in Part I, and as shown in Table 42, 71% (15) of the 21 items in Physical, 57% (12) of the 21 items in Self-Help, 38% (8) of the 21 items in Social, 37% (7) of the 19 items in Academic, and 67% (14) of the 21 items in Communicative had been referenced in the Macomb curriculum. The percentage of referenced and non-referenced items that improved was calculated as described for each subject by each subtest. The mean percentages of improvement appears in Table 44.

Multivariate Analysis of Variance

A one factor multivariate analysis for repeated measures was completed on the 1976-77 Alpern-Boll data. The F-Ratio for groups (1 = non-referenced, 2 = referenced) was significant ($F = 8.04$, $df = 5, 19$; $p < .01$). As with the 1976-77 REEL data, this analysis makes it possible to reject the null hypothesis and to draw the conclusion that the two groups of data (non-referenced and referenced) did differ.

Univariate Analyses of Variance

Single factor analyses of variance for repeated measures were completed for each of the five divisions of the Alpern-Boll. Significant F-Ratios were obtained for three of the five subtests: Physical ($F = 18.12$; $df = 1, 23$; $p < .01$);

Social ($F = 19.57$; $df = 1,23$; $p < .01$); and Communicative ($F = 11.98$; $df = 1,23$; $p < .01$). Thus the respective difference values of 16.3, 28.1, and 13.3, as shown in Table 44, may be interpreted as showing that the 24 infants did make more improvement on the referenced than on the non-referenced items.

On the other hand, the F-Ratios for Self-Help ($F = 0.06$; $df = 1,23$; $p > .05$) and Academic ($F = 0.54$; $df = 1,23$; $p > .05$) were not significant. The respective gains of 1.2 and 5.3, as shown in Table 44, may best be interpreted as due to chance.

Arcsine Transformations

Because the basic data were ratio in nature, Arcsine Transformations were completed in order to make the variances of the different distributions more comparable. The single multivariate and the five univariates were run again. As with the non-transformed data, the multivariate was significant ($F = 7.06$; $df = 5,19$; $p < .01$); the univariates for Physical ($F = 13.05$; $df = 1,23$; $p < .01$), Social ($F = 15.08$; $df = 1,23$; $p < .01$) and Communicative ($F = 7.47$; $df = 1,23$; $p < .05$) were significant; and the univariate for Self-Help ($F = 0.02$; $df = 1,23$; $p > .05$) and Academic ($F = 0.94$; $df = 1,23$; $p > .05$) were not significant.

Table 43 . Mean percentage of improvement on Referenced and Non-Referenced REEL items for 25 subjects (1976-77).

	Test	
	R.EL Expressive	REEL Receptive
Referenced	46.3	51.1
Non-Referenced	33.4	42.0
Difference (R - NR)	12.9**	9.1

*significant @ .05 level

**significant @ .01 level

Table 44 . Mean percentage of improvement on Referenced and Non-Referenced Alpern-Boll Items for 24 subjects (1976-77).

Type of Test	Test				
	Physical	Self-Help	Social	Academic	Communicative
Referenced	29.6	25.9	41.7	23.1	24.7
Non-Referenced	13.3	24.7	13.6	17.8	11.4
Difference (R - NR)	16.3**	1.2	28.1**	5.3	13.3**

*significant @ .05 level

**significant @ .01 level

E. Behavior Growth Charts

An integral part of the original proposal was the development of Behavior Growth charts on specific child behaviors, resulting from observations and counts of selected behaviors demonstrated by the child over a specified period of time. The rate data collected was stored in a computer file, then retrieved in the form of a computer-produced chart. See Baby Buggy Papers #155 and #156 for a copy of the computer program and for examples (Appendix E).

In actual practice, the CDSs found that it was not practical to expect each parent to chart behavior for several reasons. The CDSs also found they did not need the charts to plan individual activities for children.

During a WESTAR conference on data collection in the third quarter of the third year, a CDS conferred with Dr. Norris Haring for technical assistance related to the charts. From his suggestions, the procedures described in Baby Buggy Papers #164 and #157 evolved. Neither the bi-yearly goals nor the charts were new to the Project; however, the simplified procedures were more useful.

The procedures for computer-programmed charts are sophisticated and worth continued use and refinement. The fact remains that training and convincing service delivery personnel of the worth of the charts is difficult. Parents frequently do not chart, even when they agree to do so. The technique can be used as a scholarly and accurate research tool and should be pursued in that light. A research proposal will be developed for such use during the Outreach phase.

4. IN-SERVICE TRAINING FOR PROJECT STAFF

Although in-service focused primarily on upgrading staff competencies and their knowledge base, two distinct categories for in-service training of staff were developed. The first comprises general orientation to the Project objectives and delivery strategies. All Project staff members participated in such training. Orientation/in-service training was conducted by the CDSs and coordinator in the first week in April, 1978, for a newly hired full-time CDS. The packet of materials developed for this orientation during the beginning of the second year was used, along with videotapes of home visits and accompanying of staff members on actual home visits and at sharing centers. Another example of the general orientation to Project objectives was attendance at retreats or general staffings. Several half-day retreats occurred throughout the year, involving the entire staff in planning sessions on a given topic--e.g., sharing center curriculum, revision of the SAAP program, and the outline for the home visit training manual. Thirty (30) weekly staff meetings involving the CDSs were held to discuss delivery of services; when necessary, the director and/or coordinator sat in on these meetings to discuss Project objectives and plans. The director and coordinator met together daily to plan and implement the program.

The second type of in-service training was determined by individual staff need and constituted an upgrading of skills. Needs varied according to individual staff members' background, direction of professional growth, and uniqueness of job description. Enrollment in university courses, attendance at workshops and conferences, consultation with other professionals, reading lists, and other activities varied widely.

In an effort to evaluate staff development, the TADS Staff Questionnaire: Satisfaction with Staff Development, was administered in December, 1977, and again in June, 1978, to members of the Project staff (excluding the director). See Appendix J for summaries of responses to the questionnaires. Examination of the results of the Staff Development Questionnaires, which were filled out independently by seven staff members, indicates a highly favorable attitude toward the Project's efforts in providing positive opportunities for staff development. All seven reported that they felt there had been enough staff development opportunities to meet their needs to function competently. They all felt they had gained, particularly in areas of knowledge related to aspects of programming for handicapped youngsters. Several mentions were made, at various points, somewhat wistfully, of the fact that "more time for reading would be nice." Such a need reflects the realities of the massive time commitment staff members make in a model project.

In the course of delivery of services to children, it became apparent to Project staff that some method of critiquing or evaluating the performance of the CDSs in home visits was desirable. An informal evaluation was conducted by the CDSs on February 3, 1978, after having viewed each other's home visit videotapes. As a result of this session, guidelines for evaluation of a CDS by video were developed. See Appendix B for a copy of these guidelines.

In-service training conducted during the period from July 1, 1977, to December 23, 1977, was as follows:

a. University classes

The Child Development Specialists enrolled in university classes which lead to multiple certification as well as to the acquisition of competencies. The following courses were taken by staff members in the 1977-78 academic year:

Fall Quarter

EIEd 502 - Advanced Educational Psychology (2 staff members)

Winter Quarter

EIEd 566 - Research Trends in Education (1 staff member)
EIEd 500 - Methods of Research (1 staff member)

Spring Quarter

EIEd 376 - Teacher-Parent Relationships (1 staff member)

SpEd 498 - Independent Study (1 staff member)
EIEd 564 - Language and Thought of the Young Child (1 staff member)

b. Workshops

Staff members attended the following workshops from July 1, 1977, to June 30, 1978:

- (1) Project Directors' Meeting, Washington, D.C. (October, 1977) - Co-Directors in attendance.
- (2) Ongoing Data Collection in the Classroom - WESTAR-sponsored workshop - Phoenix, Arizona (March 8-9, 1978) - three staff members in attendance
- (3) Infant Assessment and Intervention - WESTAR-sponsored workshop - Seattle, Washington (May 31 - June 2, 1978) - two Project staff in attendance.

c. Workshops sponsored by Project for in-service of staff and area professionals:

- (1) Showing of film, "Infant Appraisal"; discussion of film and related topics led by Kathy Nelson, R.N.; needs assessment for future in-services (December, 1977) - 33 people in attendance.
- (2) Symposium on Early Childhood Handicapped - Sylvia Kottler, Purdue University. Co-sponsored with Department of Special Education, Western Illinois University (April, 1978) - 50 people in attendance.

d. Special Purpose Mini-sessions

- (1) Staff Activity Accountability Program (SAAP) in-service, August, 1977 - conducted by the director.
- (2) In-service for CDSs on information obtained from the NAEYC Convention, Chicago, November, 1977 - conducted by Julie Longanecker and Patti Donsbach.
- (3) In-service on use of a Nikomat camera, March, 1978 - conducted by manager of Witte Camera Shop.
- (4) STEPS UP screening tool, May, 1978 - conducted by Denise Brandenburg, R.O.T.

e. Conferences and Conventions

- (1) NAEYC Convention (National Association for the Education of Young Children), Chicago (November, 1977) - two CDSs in attendance.

- (2) Head Start Conference on Handicapped Children, Springfield, Illinois (November, 1977) - Director and one CDS in attendance.
- (3) Special Education/Early Childhood Training Seminar, Champaign, Illinois (April, 1978) - Director, coordinator, and three CDSs in attendance.

f. Technical Assistance

- (1) H. Harlan Bloomer, Ph.D., at Project office in September, 1977 (re: Project children with cleft palates and related disorders) - Coordinator, three CDSs, and two speech students in attendance.
- (2) Bud Moore, Ph.D., Monmouth Teaching Research, Monmouth, Oregon, at Project office as WESTAR consultant in December, 1977 (re: Needs assessment for forthcoming technical assistance from WESTAR) - Director, coordinator, CDSs in attendance for two-day site visit.
- (3) John Irwin, Ph.D., Memphis State University, at Project office as WESTAR consultant in March, 1978 (two days) (re: curriculum/test item cross-referencing) - Director, one CDS in attendance.
- (4) Linda Lynch, University of Washington, Seattle, at Project office as WESTAR consultant in March and April, 1978 (three days) (re: identification of replicable Project components and development of outline for training manual) - Director, two CDSs in attendance.

- (5) Site visit (WESTAR technical assistance) to the Model Preschool Center for Handicapped Children, Experimental Education Unit, Child Development and Mental Retardation Center, University of Washington, Seattle, June, 1978 (two days) (re: observation of program and facilities) - Director, one CDS in attendance.

g. Suggested outside reading for staff

All staff members were made aware of current materials acquired by the Project and were encouraged to become familiar with their contents. These materials include books, periodicals, newsletters, and materials from other BEH projects which were routed to members of the staff.

Site Visit by BEH Program Director

On November 30 - December 1, 1977, a site visit of the Project was conducted by Dr. William Swan, Acting Program Coordinator, Early Childhood Education Program, Program Development Branch, Bureau of Education for the Handicapped. Dr. Swan was accompanied on his visit by Ms. Julie Carter, Early Childhood Specialized Educational Services, Illinois Office of Education. A copy of the site visit report may be found in Appendix J. The staff implemented the recommendations made by Dr. Swan within two months following his visit. Recommendations #1, 2, 4, 5, 6, 7, and 9 have been met. The rate data recommendations were addressed. Procedures were simplified (see Baby Buggy Papers #157 and #164); however, plans for using the rate data in a research project have not yet been formalized. The recommendation related to JDRP (18) has

been addressed. The description, rationale, and data analysis are now almost complete. The proposal will be forwarded to Dr. Swan, the project officer, in the near future.

5. TRAINING FOR PERSONNEL FROM OTHER PROGRAMS OR AGENCIES

A significant event in the area of training personnel was the award of a grant from the Office of Personnel Preparation, Bureau of Education for the Handicapped, in June, 1977, to Dr. Hutinger for the development of a multi-disciplinary personnel training grant to train persons to work with Early Childhood Handicapped children from zero to six years of age. As funding for this grant was approved at \$20,000 (the amount requested was \$83,369.00), the budget was revised and the program accordingly reduced in scope.

The 0-6 Early Childhood Handicapped Personnel Training Project was initiated in September, 1977, at Western Illinois University. Ten students were enrolled in the program. Faculty from Special Education, Early Childhood Education, Home Economics (Child Development), Physical Education (adaptive) and Psychology comprised the interdisciplinary team. Special sections of courses were offered the 0-6 students, along with opportunities for on-site observation at various agencies and institutions in the area (Warren Achievement School, Allied Agencies of Peoria, preschool handicapped, day care). A new class, SpEd 475, Methods and Materials in Early Childhood Handicapped, was developed by Dr. Hutinger with the cooperation and assistance of members of the 0-3 staff. In winter quarter, the students were assigned to various practica sites as part

of their curriculum (e.g., two preschool handicapped rooms and two day care centers). They shared space with the 0-3 Project staff, and had opportunities to observe the staff in day-to-day planning. Three 0-3 staff members spoke on different topics to 0-6 classes. The 0-3 library and materials were also made available to the 0-6 students.

Training for personnel from other agencies by 0-3 Project staff in the period from July 1, 1977, to June 30, 1978, included the following activities:

- a. Consultation with three area preschool handicapped classroom teachers took place over the course of the year on appropriate activities, sensory integration, and other relevant topics. In addition, the teacher in the Macomb District #185 preschool classroom for physically handicapped children visited the Project frequently, had access to current reading and manipulative materials developed by the Project, and consulted with staff concerning children formerly in the Project.
- b. Students from Western Illinois University worked in close cooperation with the CDSs. As mentioned earlier, the 0-6 ECH Personnel Training Project students had access to Project materials and members of the 0-3 Project staff spoke to their classes. In addition, a practicum site for speech graduate students was provided by the Project. During the academic year, a total of 13 graduate students in speech pathology worked in cooperation with the CDSs in direct delivery of services to children with speech problems and/or language delay. At the beginning of each quarter, an in-service session on working with young children

and their parents was held for the speech students by the Project staff.

At the end of each quarter, an evaluation of each student was completed by the CDS and forwarded to the director of the Speech and Hearing Center.

- c. Training for faculty and students in the departments of Special Education and Elementary Education at Western Illinois University was provided at the Symposium on the Area of Early Childhood Handicapped, April 27, 1978, co-sponsored by the Project and the department of Special Education. Featured lecturer and hands/on demonstrator was Ms. Sylvia Kottler of Purdue University, who addressed an audience of 50-60 individuals. Ratings of this workshop are included in the summary of three workshops found in Table 45.
- d. On April 12-13, 1978, staff members from the Project participated in an Early Childhood Training Seminar in Champaign, Illinois, sponsored by the Illinois Office of Education and the Consortium of BEH First Chance Projects in the state of Illinois. The Project was responsible for two 3-hour presentations on Program Evaluation. Of the approximately 150 participants (not including presenters), 49% were early childhood teachers, 21% were early childhood supervisors or coordinators, 11% were support staff, and 19% were other interested students and educators. Table 45 contains a summary of ratings of the two Champaign workshops.
- e. An in-service session on "Infant Assessment" was sponsored by the Project for the growth and enrichment of staff and area personnel in December,

TABLE 45
RATINGS OF EVALUATION
Three Project-Sponsored Workshops
1977-78

Question	1	2	Rating* 3	4	NA	Total
1		3	14	38		55
2	1		10	46		57
3	1		14	43		58
4		2	11	41	2	56
Totals	2	5	49	168	2	226

Overall Rating

Excellent	Good	Fair	Poor	Total
32 (57%)	24 (43%)			56

N = 58

*Note--The ratings are as follows:

1. not at all
2. somewhat
3. considerably
4. completely
5. not applicable

1977. Twenty-nine staff members from the Quincy (IL) 0-3 Program, McDonough District Hospital, Department of Child and Family Services (Homemakers and Licensing Representatives) of McDonough and Fulton Counties, Speech and Hearing Center of Western Illinois University, McDonough County Community Mental Health Center, McDonough County Public Health Department, Home Economics Department of Western Illinois University, and Macomb Clinic (pediatric nurse) attended. A needs assessment for future in-services was conducted as part of this program. See Appendix K for copy of the summary of results of the needs assessment. Topics which engendered the most interest were coordination of agencies with regard to services for the young child, parent intervention techniques, activities for young children, and assessment/screening in infancy. These topics will be addressed by the Outreach: Macomb 0-3 Regional Project in its initial year of training area personnel.

- f. In December, 1977, one of the Project CDSs met with Ms. Pam LeFrenz, Parent Involvement Coordinator for the Kirksville (MO) Head Start Program, to describe and demonstrate the Parent Sharing Center component of the 0-3 Project. See Appendix K for copy of cover letter and evaluation of this training session. In the spring of 1978, Ms. LeFrenz indicated an interest in pursuing training for members of her Head Start staff in working with parents. Documentation of this interest can be found in Section Eight, "Continuation and Replication."

- g. In May, 1978, Ms. Bonnie Bartlett, R.N., newly hired pediatric nurse with the McDonough Public Health Department, contacted the Project for orientation to working with infants. Ms. Bartlett received both formal and informal training in stages of development, assessment tools, and other areas of Early Childhood Handicapped from one of the CDSs.
- h. In June, 1978, three staff members from the Community Workshop and Training Center, Canton, Illinois, received training from Project staff at the Project office. The training involved orientation and acquisition of knowledges and skills necessary to the Project model delivery of services, since the Canton center serves as a continuation site for the 0-3 Project. More details about the Community Workshop and Training Center can be found in the section on Continuation and Replication.
- i. Preliminary plans were made for a two-week summer workshop at Western Illinois University, EEd 533, "The Handicapped Child in Early Childhood Programs," to be coordinated by the Project director. BEH First Chance projects in the state of Illinois agreed to participate, and the workshop was held from July 24 to August 4, 1978. The Macomb 0-3 Project treated the topics of sharing centers, stages of development in children from 0-3, appropriate activities to engage in with young children, and program evaluation procedures. See Appendix K for a syllabus of the workshop.

6. DEMONSTRATION AND DISSEMINATION ACTIVITIES

Demonstration and dissemination activities continued to be of major importance in the third year. General awareness efforts were undertaken for the public at large, though major emphasis was on target audiences of selected area professionals in the human services field. Procedures consisted of audio-visual production, presentations to local and regional audiences, development of newsletters, abstracts, and handouts describing the Project, production of additional "Baby Buggy" dissemination papers, articles submitted for publication, development of a curriculum for sharing centers, visitations from interested individuals and groups, personal contacts in the three-county area, and responses to requests for information and materials. Several new evaluation forms for dissemination were developed by the staff during the third year. See Appendix L for copies of these forms and for copies of articles and all dissemination products developed during the third year.

Media

Two articles describing the Project appeared in the Macomb Daily Journal during the third year. The first, "Attacking Handicaps When They Begin," February 11, 1978, gave two-page feature coverage to the work done by the Project. On May 24, 1978, the local Macomb newspaper gave extensive coverage to the 0-3 Project presentation before the McDonough County Rehabilitation Center Board, a targeted continuation site.

University publicity for Project staff was achieved by publication of news briefs in Western Channel, the in-house communication organ of Western

Illinois University. Articles appeared in the following issues: December 2, 1977; December 9, 1977; and April 28, 1978. University coverage was also obtained by a feature article entitled "0-3 Project Helps Slow Developing Infants," which appeared in the May 4, 1978, issue of the Western Courier, the student newspaper.

On January 31, 1978, two of the Project Child Development Specialists were participants in a 15-minute videotaped student interview about the 0-3 Project which was shown on WIUM, a local television channel in Macomb.

Audio-Visual Production

Colored slides were taken at frequent intervals by the Project staff. In addition to sequences of colored photographs, numerous black and white photographs were taken by Project staff and also by a consultant professional photographer with Blankenberg Studios of Macomb. These photographs were taken for use in articles and papers for dissemination, as well as for development of ongoing case studies of selected children and for a composite photo album of all Project children. An eight-minute slide/tape presentation describing the parent sharing center component of the Project was developed in January, 1978. A 15-minute slide/tape presentation describing a day's home visits by a CDS in a three-county area, traveling in the mobile unit, was begun and will be completed during the first quarter of the Outreach year. Both of these slide/tapes were produced with the aid of Dr. Hans Moll, Associate Professor in Learning Resources, Western Illinois University. Dr. Moll was hired as a consultant with a portion of the carry-over money from the second year.

Presentations

Local and regional dissemination was accomplished during the period from July 1, 1977, to June 30, 1978, through the following presentations:

Local:

- July 13, 1977 - Slide/tape presentation to AMBUCS, Macomb.
Attendance--12. (CDS)
- July 28, 1977 - Slide/tape presentation to residents of Everly House, Macomb. Attendance--11. (CDS)
- July 29, 1977 - Slide/tape presentation and discussion of cooperative efforts to the McDonough County Health Department. Director, two public health nurses, and two secretaries present. (CDS and Project coordinator)
- September 7, 1977 - Slide/tape presentation to EC class. Attendance--25. (Co-director)
- September 8, 1977 - Slide/tape presentation to ECH class. Attendance--10. (Co-director)
- September 20, 1977 - Presentation of Home Visit component to the 0-6 ECH students. Attendance--9. (CDS)
- October 1, 1977 - General Project presentation and demonstration of activities at the Illinois Association for Childhood Education (IACE) convention, Macomb. Attendance--10. (Project secretary)
- October 7, 1977 - Presentation at the Illinois Audio-visual Association Conference, Macomb. (2 CDSs)

- October 11, 1977 - EEd class presentation. Attendance--11. (CDS)
- October 12, 1977 - General Project presentation to the Macomb Ministerial Association. Attendance--16. (CDS)
- October 18, 1977 - General Project presentation to Homemakers, Department of Child and Family Services, Hancock County. Attendance--10. (CDS)
- October 20, 1977 - General Project presentation to Home Care Mothers, Macomb. Attendance--11. (CDS)
- October 26, 1977 - Macomb Interagency Council and Council of Voluntary Organizations, Macomb. Attendance--28. (Coordinator)
- November 8, 1977 - General Project presentation to EEd 371 class, WIU. Attendance--9. (Coordinator)
- November 9, 1977 - General Project presentation to EEd 372 class, WIU. Attendance--11. (Coordinator)
- November 30, 1977 - General Project presentation to Macomb physicians, McDonough District Hospital, Macomb. Attendance--8. (Coordinator, CDS)
- December 1, 1977 - Participation in McDonough County Health Fair, Macomb. Attendance--1000. (Staff)
- December 5, 1977 - General Project presentation to Fulton County physician and nurses (Raoul Reinertsen, M.D.), Canton. Attendance--3. (Coordinator, CDS)
- December 14, 1977 - General Project presentation to Hancock County AMA meeting, Carthage. Attendance--10. (CDS)

- January 8, 1978 - General slide/tape presentation and discussion to SpEd 451 class, Western Illinois University. Attendance--15. (Coordinator)
- January 12, 1978 - General slide/tape presentation to Public Health Board, Macomb. Attendance--9. (Director and coordinator)
- February 27, 1978 - Dissemination of Project information and materials, Preschool Screening Clinic, Carthage. Attendance--35. (CDS)
- March 11, 1978 - Dissemination of Project materials and information at "Perspectives on Parenting Conference," Macomb (sponsored by the Association for Childbirth Preparation and Family Life). Attendance--25. (CDS)
- April 25, 1978 - General slide/tape presentation to Western Illinois University chapter of CEC. Attendance--7. (CDS)
- May 23, 1978 - General slide/tape presentation and discussion, McDonough County Rehabilitation Center Board, Macomb. Attendance--20. (Coordinator and CDS)
- June 27, 1978 - General slide/tape presentation at McDonough County Rehabilitation annual dinner, Macomb. Attendance--50. (Coordinator and CDS)
- June 30, 1978 - General slide/tape presentation to Public Health Department, Canton. Attendance--55. (Director and CDS)

Regional:

- August 7-9, 1977 - "Infant Validation of Competency-Based Teaching," National Organization of Human Services Educators Convention, Denver. Attendance--12. (Co-director)

- November 18, 1977 - General Project presentation as part of a panel on infant programs in a rural area, Illinois Psychological Association, Chicago. Attendance--17. (Co-director)
- December 7, 1977 - Presentation of sharing center component for possible replication to Parent Involvement Coordinator, Kirksville (MO) Head Start program, in Keokuk. (CDS)
- February 6, 1978 - General slide/tape presentation and discussion of Project components, Ft. Madison (Iowa) Special Education director and assistant director. Attendance--2. (Coordinator and CDS)

Evaluations of presentations given by members of the staff are available for some of the above presentations. (Not all situations were suitable for evaluations.) Analysis of the evaluations of nine presentations throughout the year are contained in Table 46.

Production of Brochures, Newsletters, and Other Materials

The general Project brochure developed in the first year was used throughout most of the third year. In May, 1978, a brochure featuring an up-dated description of the model, along with six photographs, was developed. The mini-brochure for new mothers developed during the second year was reproduced and distributed as part of the take-home packet of materials for new mothers at McDonough District Hospital, LaHarpe Hospital, Carthage General Hospital, and Graham Hospital in Canton, Illinois. Both the general Project brochures and the brochures for new mothers were also distributed to area physicians dealing with child care. Approximately 900 general Project brochures and 500 mini-brochures have been distributed over the past three years.

TABLE 46
RATINGS OF EVALUATION OF PRESENTATIONS
1977-78

Question	Rating*					Total
	1	2	3	4	5	
1		1	22	26		49
2			9	40		49
3			10	39		49
4		6	13	30		49
5		2	8	38	1	49
6		1	17	30	1	49
Totals		10	79	203	1	294

Overall Rating				
Excellent	Good	Fair	Poor	Total
34 (69%)	15 (31%)			49

N = 49

*Note--The ratings are as follows:

1. not at all
2. somewhat
3. considerably
4. completely
5. not applicable

The Project abstract was revised in May, 1978, to reflect changes made in the Project during the third year. Approximately 35 revised abstracts were distributed. (See Appendix A.) Several handouts were developed during the course of the third year. In November, 1977, a handout sheet was developed for dissemination purposes at the first annual McDonough County Health Fair, attended by over 1000 members of the community. How a Baby Grows, a guide to typical development from birth to two years, was adapted from a Johnson & Johnson Baby Products Company chart and distributed to interested individuals attending the Health Fair. During the same period of time, a second handout sheet was developed for distribution in local physicians' offices; information about the Project is stated in simple, direct language which optimally is understandable to all potential clients. In response to a request from Dr. James Dyk, regional Special Education director, the Project coordinator developed a handout entitled "Early Intervention and Infant Programs" to be distributed to selected target audiences to increase general awareness.

As mentioned in the section describing parent involvement, a handout describing safe, durable toys and their use was given to all Project parents before Christmas. As part of the staff's Christmas greeting to parents, a copy of Baby Buggy Book No. 2, Everything AND the Kitchen Sink (Ideas for Making Toys from Household Items) was sent to each parent. See Appendix L for copy.

During the third year, three issues of a newsletter containing news relating to the Project and concerning the general area of early intervention with handicapped or developmentally delayed children were mailed to approximately

400 physicians, clergy, key university faculty and administrators, human service agencies, and persons requesting inclusion on the Project mailing list. See Appendix L for copies of newsletters.

Production of "Baby Buggy" Dissemination Papers and Books

The "Baby Buggy" logo has been used as the basis for the Project's written dissemination materials. During the third year, 21 papers were written and three papers revised, all on topics related to operation of an infant project:

Baby Buggy Paper 131 - Using a Mobile Unit in a Rural Infant Project for Handicapped and High Risk Children and Their Parents

Baby Buggy Paper 152 - Staff Activities Accountability Program (revised)

Baby Buggy Paper 153 - Using the Staff Activities Accountability Program

Baby Buggy Paper 154 - Staff Activities Accountability Program (Replication Edition)

Baby Buggy Paper 155 - A Fortran IV Program for the Generation of the Child's Progress Chart

Baby Buggy Paper 156 - Annotated Examples of Child's Progress Charts

Baby Buggy Paper 157 - Parent Charting of Long Term Goals

Baby Buggy Paper 158 - Design and Timeline for Evaluation

Baby Buggy Paper 161 - Cross Referencing: Core Curriculum Items with Alpern-Boll, REEL, and Uzgiris-Hunt Items

Baby Buggy Paper 162 - Cross Referencing: Alpern-Boll, REEL, and Uzgiris-Hunt Items with Core Curriculum Items

Baby Buggy Paper 163 - Curriculum Development in the Macomb 0-3 Regional Project

Baby Buggy Paper 164 - Development of Bi-Yearly Goals

Baby Buggy Paper 165 - Activity Plans for Home Visits

Baby Buggy Paper 171 - Developing a Referral System

Baby Buggy Paper 172 - Developing General Awareness of the Importance of Early Intervention

Baby Buggy Paper 173 - When a Child Turns Three

Baby Buggy Paper 174 - Maintaining Communication and Coordination with the Medical Community

Baby Buggy Paper 175 - Establishing a Functional Advisory Council

Baby Buggy Paper 240 - Parents' Bibliography (revised)

Baby Buggy Paper 242 - Toilet Paper

Baby Buggy Paper 300 - Staff Bibliography (revised)

Baby Buggy Paper 401 - Working Together to Serve Language-Delayed Children

Baby Buggy Paper 411 - Undifferentiated Staffing Pattern

Baby Buggy Paper 501 - The Story of "Baby Buggy" or the Development of a Project Logo

Copies of the Baby Buggy Papers may be found in Appendix L, with the exception of the "100" level, which may be found in Appendix E.

Baby Buggy Books during the third year:

Baby Buggy Book No. 1 - Have Wagon: Will Travel, a sharing center curriculum

Baby Buggy Book No. 2 - Everything AND the Kitchen Sink, a collection of ideas for toys which utilize household items

Baby Buggy Book No. 3 - Your House or Ours, a home visit overview with photographs

Baby Buggy Book No. 4 - You Can Make It: You Can Do It, a revised and expanded toy pattern book

Copies of these dissemination materials may be found in Appendix L.

Articles Submitted for Review and Publication

- (1) "Toy Workshops for Parents: Bridging a Gap," by Patricia L. Hutinger, Ed.D. and Nancy H. McKee. Submitted for publication in Childhood Education, journal of the Association for Childhood Education International, October, 1977.
- (2) "The Baby Buggy: Bringing Services to Handicapped Rural Children," by Patricia L. Hutinger, Ed.D. and Nancy H. McKee. Children Today, Children's Bureau, Department of Health, Education, and Welfare. (In press.)
- (3) "Water Activities to Enhance Development for Handicapped and High Risk Infants," by Patricia L. Hutinger, Ed.D., and Patricia Donsbach. Submitted for publication in Exceptional Children, October, 1977.
- (4) "Baby Buggy: A Symbol for Marketing Dissemination Materials," by Patricia L. Hutinger and Nancy McKee. Featured in WESTAR Newsletter, Vol. 1, No. 3, May-June, 1978.
- (5) "Early Intervention through Infant Programs: State of the Art," by Patricia Hutinger and Nancy McKee. ICEC Quarterly, Summer, 1978.
A copy of the two articles published may be found in Appendix L.

Development of a Curriculum for Sharing Centers

In response to a felt need in the field of Early Childhood Handicapped, and more specifically, in answer to several requests for detailed instructions as to how to conduct a sharing center, the Project staff combined efforts to produce a curriculum for sharing centers. This 110-page book was completed in September,

1977. Have Wagon: Will Travel is an illustrated booklet which contains a general introduction to the 0-3 Project, theoretical framework for sharing centers (including a summary of Piagetian knowledge and its implications), a detailed description of steps involved in starting a sharing center, a compilation of activities in four major areas, collection of ideas and recipes for sharing center suppliers, and bibliography and credits. A slide/tape presentation complementing the printed curriculum on sharing centers was produced in December, 1977, and refined for Outreach training purposes.

Home Visit Training Manual

With technical assistance from Linda Lynch, WESTAR consultant, in two consultant visits to the Project in the spring of 1978, the Project staff undertook the organization and production of a training manual of model components. The Home Visit component was completed in June, 1978. It consists of a detailed description of the roles, responsibilities, and competencies required of a Child Development Specialist; an overview of intake procedures into a parent/infant project; curriculum used to develop an individualized home-based plan for each child; and a detailed description of how to plan, implement, and evaluate home visits. (See Table of Contents of Home Visit Component in Appendix C.)

The Home Visit Component is one of ten sections proposed for the complete Training Manual. Other sections include a specific agenda for the training session, objectives for trainees, a general overview of the Project, description of the Sharing Center component, a review of instructional techniques, forms

most commonly used, suggestions for toys and materials, bibliographies for staff and parents, and a feature on some of the interesting and amusing things that can happen to a Child Development Specialist in the course of home visitations. (See Appendix C for tentative table of contents.) Progress is underway toward completion of the training manual for use in the Outreach Project. Special 3-ring binders featuring the Project logo were ordered and will be used to package the Training Manual.

Visitations

Visitation to the Project was welcomed, both on a formal and informal basis. Drop-in visitors to the Project office were requested to register their name and indicate reason for visiting. The coordinator then directed them to an appropriate staff member for their needs. Visitors who wished to obtain an overview of the Project's components were asked to schedule a definite time for visitation.

The following is the schedule for visitation:

- a. General Project Orientation (slide/tape presentation) - opportunity for discussion with a staff member.
- b. Choice or combination of videotapes of a parent sharing center and/or home visit.
- c. Tour of mobile unit if available, or viewing of slides on mobile unit.
- d. Materials available for review (books in the library, toys and learning aids, curricula, copies of grant proposals and progress reports).

The Project staff did not encourage visitors to attend actual home visits, since the presence of strangers tends to upset the normal routine of the weekly

visit. Agreement to participate in home visitations was obtained from consenting Project families where appropriate.

Visitors to the Project over the past year, other than those attending Project-sponsored in-services, numbered over 75. Visitors included students, volunteer workers, interested faculty members, professionals in the field of Early Childhood Handicapped, representatives from the Illinois State Office of Education, a site visitor from BEH, and community members from the three-county area.

Personal Contacts in the Three-County Area

Personal contacts with individuals in a variety of positions in the community were made by all staff members. These contacts are especially important in rural areas having few centralized helping services. A summary of the types of contacts made by staff members can be arrived at from the sample Staff Activities Accountability Program printouts contained in Appendix G.

Responses to Requests for Information

In the period from July 1, 1977, to June 30, 1978, 60 letters containing relevant enclosures were written in response to requests for more information about the Project. Four questionnaires from other agencies were completed. A total of 144 Baby Buggy Papers, 79 Baby Buggy Books, 15 handouts, and 52 brochures and abstracts of the Project was sent out in response to requests for information. A list of available dissemination materials was enclosed with responses to requests for Project information. (See Appendix L for list of available dissemination materials.)

An Evaluation of Dissemination Materials form was developed during the fourth quarter of the third year and enclosed with materials sent upon request.

Of approximately 15 forms sent out, six evaluation forms were mailed back to the Project office. These evaluations indicated that the materials were pertinent, practical, and understandable. In several situations they resulted in development of a product for use by the organization, including a grant proposal for Homebound Education and development of a parent/activity book.

7. COORDINATION WITH OTHER AGENCIES

A prime objective of the Project throughout its operation has been the coordination of information, activities, and services with other agencies. This continued to be a need in the immediate area, as evidenced by the response of local professionals and paraprofessionals to a needs assessment conducted by the Project. From a checklist of 10 suggested topics for future in-service, the item receiving the most checks (17 out of 25 respondents) was "coordination of agencies with regard to services for the young child." (See Appendix K for tabulated responses to needs assessment.) At the service level, the Project coordinated activities with many private and local agencies. In many instances, referrals were received from these agencies as a result of the cooperation engendered. For a listing of referral sources, see Table One on page four of the narrative.

Cooperation with area schools was sought and achieved largely through working with the West Central Illinois Special Education Cooperative. The Special Education Co-op was informed of the Project caseload by children's age, handicapping condition, and school district location, thus making it possible for the director to notify area superintendents of schools of the existence

of children within their district who might be in need of preschool handicapped services. During 1977-78, Project staff also helped arrange for staffings with school personnel for three children as they reached three years of age to determine the best possible placement in terms of schooling for the families involved. Upon request, the director of the Special Education Co-op arranged for the Project to use an elementary school in Hancock County to hold a sharing center in July, 1977.

Through coordination of a referral system with the Special Education Cooperative, cooperation with another parent/infant program (the 0-3 component of the Western Illinois Association - WIA) was initiated. Periodic consultation in regard to caseloads was held between the two 0-3 projects in order to avoid duplication of services in Fulton, Hancock, and McDonough Counties. A total of 19 referrals was received by the Project over the three years from WIA and other school-related sources. Cooperative efforts were made in other areas as well. The WIA 0-3 component and the Macomb 0-3 Project co-sponsored a booth at the first McDonough County Health Fair in November, 1977. Staff members of neighboring 0-3 Projects (WIA, Quincy, Warren Achievement School) were invited to attend in-service sessions sponsored by the Project. On November 17, 1977, staff from Warren Achievement School, WIA, and the Macomb 0-3 Project appeared together on a panel dealing with infant projects in a rural area at the Illinois Psychological Association convention in Chicago. In early May, 1978, service delivery staff from the WIA 0-3 component and the Macomb Project accompanied one another on home visits in order to observe the techniques employed by the respective models.

Continuing relationships with preschool handicapped classroom teachers was maintained throughout the year. In addition to inviting the teachers to Project in-services, Project staff made themselves available for consultation in regard to individual children, methods and techniques of working with preschool handicapped, and other topics of mutual interest. Child Development Specialists were present at preschool handicapped screenings in McDonough and Hancock Counties in spring, 1978. One preschool handicapped classroom teacher served as a member of the Project's Advisory Council.

Day care and nursery school personnel were invited to attend Project in-services. One CDS consulted with staff and worked with two children at the Wee Care Day Care in Macomb. Another CDS consulted with staff and worked with a high risk monitor child on language activities in the Infant Center at Western Illinois University. A total of five referrals were received from Day Care personnel over the three-year period.

One of the most difficult areas in which to establish trust and respect is that of the medical profession. During the third year, however, the Project received encouragement, cooperation, and support from many members of the local medical profession. Presentations to physicians in all three counties were favorably and enthusiastically received. One pediatrician served on the Advisory Council and also volunteered the services of his nurse to lead the discussion at a December, 1977, Project-sponsored in-service on infant appraisal. Another local physician offered to lend his support to Project continuation efforts so that services to infants in this area would not be discontinued at the end of the

three-year funding period. Over the past three years, two referrals to the Project were made by the High Risk Support Mothers group located at McDonough District Hospital; six referrals came directly from the OB wards of McDonough, Carthage, and Keokuk Hospitals; and four referrals were made by local physicians. Baby Buggy Paper #174, "Maintaining Communication and Coordination with the Medical Community," contains suggestions for establishing effective relationships with members of the medical profession.

Local offices of the Illinois State Division of Children and Family Services (DCFS) in all three counties were actively involved with the Project, particularly through their Homemaker organizations. Seventeen referrals have been received from DCFS since the beginning of the Project. In the third year, two presentation/workshops were conducted by a CDS for Homemakers and Day Care Mothers. One parent of a family being serviced by DCFS, along with the Child Abuse/Neglect worker in McDonough County, attended several of the parent group sessions conducted jointly by the Mental Health Center and the Project during the summer of 1977.

Contacts with the Division of Services for Crippled Children (DSCC), Rock Island, Illinois, were maintained during the three-year period regarding aid for needy Project families in treating their physically handicapped children. Six visits to the Crippled Children's Clinic held at McDonough District Hospital were arranged for Project children and a member of the Project staff transported and accompanied the two families to the Clinic. Two referrals were received from DSCC since the beginning of the Project.

A close working relationship with the director and nursing staff of the McDonough County Public Health Department evolved during the third year. Public Health contributed 23 referrals to the Project over the three-year period. Their staff members consulted with the 0-3 Project staff regarding infant development and attended Project-sponsored in-services. As mentioned earlier, a newly hired Public Health nurse whose duties include visits to all newborn babies in McDonough County called upon 0-3 Project staff for general information and consultation in specific cases. The director, coordinator, and one CDS all presented the Project to the director and staff of the Health Department, as well as to their board members. The McDonough County Public Health Department expressed concern that 0-3 services be continued in the county and indicated a willingness to consider alternative means of funding should the Project's continuation efforts fail to succeed.

One of the more unusual locations for delivery of service took place in Fulton County in the Canton Nursing Home, where six children were seen by one of the CDSs on a weekly basis. Cooperation from administrators, nurses, and aides was obtained by the CDS in working with these severely and profoundly handicapped children.

Membership of the Macomb 0-3 Project in a state-sponsored Consortium of BEH First Chance projects in the state of Illinois was begun in October, 1977, with the first meeting in Champaign in January, 1978, followed by a second meeting in Peoria in March, 1978. Members of the IOE/BEH Consortium cooperated in presenting a two-day training seminar in April, 1978, for service

providers in the state of Illinois. Another cooperative effort on the part of the BEH infant projects was participation in a two-week summer session graduate course, The Handicapped Child in Early Childhood Programs (EIEd 533), held at Western Illinois University July 24 - August 4, 1978.

Cooperation with area mental health centers was achieved over the past two years of operation. Four referrals were received from the county mental health centers since the beginning of the Project. A counseling session for parents was conducted free of charge in July, 1977, by a counselor from the Mental Health Center of McDonough and Fulton Counties. The Mental Health Center in Hancock County (HCMHC) served as a focal spot for contacts with helping service professionals in the area. The director was supportive of the work done by the Project and attempted to fund a position for a Child Development Specialist in his agency; budgetary restrictions resulted in a cancellation of the position.

In the first year of operation, the Project established a working relationship with the McDonough County YMCA. Continuation of the use of the YMCA pool for sharing centers (WADE program) throughout the three years was obtained at no cost to the Project or to participating families.

Area churches and communities again cooperated with the Project throughout the third year by furnishing sites for holding sharing centers. Both Wesley United Methodist Church in Macomb and the United Methodist Church in Colchester donated use of a suitable room for bi-weekly sharing centers. The minister of the United Methodist Church in Carthage was contacted in

November, 1977, and agreed to hold monthly Project sharing centers in his building. Sharing centers were also held in Bushnell in the local recreation center in the spring of 1978.

Membership in local interagency councils was increasingly important in the third year. Contacts with community helping services were made and maintained within these groups which otherwise would not have been possible. General awareness of the importance of early intervention, along with specific awareness of the Macomb 0-3 Project activities, was the focus of dissemination activities within the interagency councils by the Project coordinator. Monthly meetings of both the Hancock Interagency Council and the Macomb Interagency Council were attended by the Coordinator, who also served on task forces for both agencies to develop guidelines for a plan of action for the human service agencies within the respective communities.

Cooperation from the community was widespread. The K & D Christmas Toy program furnished rebuilt toys for Project children in need, and in turn, members of the Project staff donated time to help distribute these toys. Discounts on all purchases for the Project were obtained from area merchants. Additional evidence of community cooperation was the interaction with the Association for Childbirth Preparation and Family Life (ACPFL). Project staff chaired a session on Early Child Development at the ACPFL workshop in March, 1978, provided a bibliography for interested new mothers in this group, and encouraged a training program for babysitters to work with handicapped children.

Services provided by Western Illinois University were many and varied. Office space in the College of Education was provided, with the Project moving

to new and larger quarters in Horrabin Hall the first week in July, 1977. Other services provided by the university included the following: utilities (with the exception of telephone); daily mail delivery and pick-up; custodial services; use of duplicating machines and paper in the College of Education office; computer time; use of the Dean's Conference room for Advisory Council meetings; use of state vehicles when available for Project transportation; parking space and electric hook-up for the mobile unit; basic maintenance of the mobile unit; two reserved parking spaces in a lot adjacent to Horrabin Hall; use of audio-visual equipment as available; use of a portable videotape unit; use of Horrabin Hall swimming pool for four sharing centers; and free tuition for university courses taken by the Project staff.

Cooperation with various departments throughout the university has been significant. Activity involving the Speech and Hearing Clinic on campus was an outstanding example of intra-university cooperation. The Project provided a practicum site for 13 graduate students in speech pathology during the third year. In return, diagnostic services of the Speech and Hearing Clinic were used by 28 Project children. Another example of intra-university cooperation was the co-sponsorship by the Special Education Department and the Macomb 0-3 Project of the Sylvia Kottler Symposium in April, 1978, referred to in Section Five. When faculty from both Special Education and Elementary Education departments expressed interest in the Project, Project staff presented the model or components of the model to university classes upon invitation (see Section Six, "Presentations"), offered the use of the Project library to faculty,

and in turn, solicited advice on specific handicapping conditions and references from Special Education faculty.

The section on Cooperation with Other Agencies would be incomplete without mentioning the Project's association during the third year with WESTAR, the Technical Assistance system funded by the Bureau of Education for the Handicapped. A preliminary needs assessment was conducted by Dr. Bud Moore, Monmouth Teaching Research, in early December, at which time plans were formulated for a series of technical assistance agreements to be implemented in the remainder of the Project's third year. Technical assistance consisted of two visits to the Project by Linda Lynch, University of Washington, on identifying and making operational for dissemination the various Project components, including development of a training manual; one visit by Dr. John Irwin, Memphis State University, on cross-referencing of test items with items on the Core Curriculum; and a site visit to the University of Washington's Experimental Education Unit, Child Development and Mental Retardation Center in June, 1978, by the director and one CDS. Personnel connected with WESTAR have impressed the Macomb 0-3 Project staff with their expertise, adaptability, and capability for organization of relevant, helpful materials.

8. CONTINUATION AND REPLICATION

A description follows of the major efforts made by Project staff to obtain local continuation of service delivery, continuation of the training and dissemination activities of the Project through Outreach, and development of possible replication sites for utilization of model components.

Continuation Sites

During the third year of operation, the Project provided services in Fulton, Hancock, and McDonough Counties. A major concern and primary objective was continuation of delivery of services on the local level after the federal funding period ended in June, 1978. Contacts with potential funding sources included the following: The McDonough County Rehabilitation Center; McDonough County Health Department; Hancock County Mental Health Center; Western Illinois University Office of Public Affairs and Development; West Central Illinois Special Education Cooperative; service organizations, and The Community Workshop and Training Center, Inc., Canton.

In early October, 1977, the Project director met with Mr James Starnes, Director of the McDonough County Rehabilitation Center (MCRC), and Mrs. Barbara Smiley, Regional Coordinator, Illinois Department of Mental Health and Developmental Disabilities, concerning funding of two Child Development Specialist positions for FY 78-79. An agreement was reached whereby Mr. Starnes would allocate \$19,000 in his forthcoming budget for two positions to serve McDonough and possibly Fulton Counties. Negotiations continued over a 7-month period, culminating in the signing of a service agreement between the 0-3 Project and MCRC in June, 1978. This agreement, among other things, provided for a demonstration/continuation site for the model components of the Project, featuring home-based infant training for "infants at risk," the sharing of educational supplies currently used by the Project staff with the MCRC staff for use in the direct service program; and the use of the Project's mobile unit on a shared, scheduled basis. Funding for one Child Development Specialist for McDonough County

will be provided for FY 78-79. See Appendix M for a copy of the Exchange of Services Agreement between the Macomb 0-3 Project and MCRC.

The McDonough County Health Department was approached in the fall of 1977 as a possible continuation site for the Project. On November 8, 1977, a proposal, along with a support letter from the director of the Health Department requesting the hiring of a Child Development Specialist assigned to the Health Department, was submitted to the Finance Committee of the County Board. See Appendix M for copies of the proposal and support letter. No commitment was made, partially due to some confusion in the amount of money still available in the Health Department budget and also due in part to questions of possible duplication of services in McDonough County. The Health Department continued to express interest in the Project, however; after presentations to its several boards in January, 1978, the Project director was encouraged to return to the board if no funding for a position could be obtained in McDonough County. As funding was secured through the McDonough County Rehabilitation Center in June, 1978, the Project staff did not pursue any further the Health Department support offer.

The Hancock County Mental Health Center was contacted in October, 1977, as a possible source for funding in Hancock County. Mr. William Langbauer, Director, investigated possible approaches toward funding through his center, but was unable to allocate monies for any services other than occasional consultation on an individual case basis. Queries to members of the Hancock Interagency Council by the Project coordinator resulted in concern but no apparent avenues for funding of 0-3 services in Hancock County. In February, 1978, Mr. David Donald, Mental Health Executive for a 5-county region encompassing Hancock

County, was approached for possible continuation funds. He was initially enthusiastic about the prospects of securing Developmental Disabilities money to fund a position, but discovered in June, 1978, that no state monies were available for early infant education in his region. In spite of determined efforts to secure funding, no continuation sites were obtained in Hancock County for the Macomb 0-3 Project.

The Vice President for Public Affairs at Western Illinois University, Dr. Ralph Wagoner, was approached by Project staff early in the fall of 1977 about securing funds for the continuation of the Project. Dr. Wagoner pursued several different private and foundation sources, but was unable to achieve any firm commitments. The Dean of the College of Education, however, promised the director of the 0-3 Project continued use of space and utilities in the College of Education at Western Illinois University.

In December, 1977, the Project director received a letter from Dr. James Dyk, Director of the West Central Illinois Special Education Cooperative, in which tentative plans were outlined for the formation of an "umbrella-like" organization throughout an 11-county area of west-central Illinois which would insure the provision of 0-3 services to handicapped children. See Appendix M for the tentative proposal. Dr. Dyk co-authored this proposal with Mrs. Barbara Smiley, Regional Coordinator, Illinois Department of Mental Health and Developmental Disabilities. Meetings were held in January and February, 1978, to discuss the nature and scope of the 11-county organization. As funding sources for several of the existing provider agencies, including the 0-3 Project, were

uncertain, formulation of plans for the coordinated organization was a slow process. The 11-county area is a primary focus of the Macomb 0-3 Project as a first level target area for Outreach.

Early in the fall, local area Lions Clubs were contacted by mail. In December, 1977, one of the CDSs presented the Project to the Good Hope (Illinois) chapter meeting. In the discussion that followed, tentative commitment for several hundreds of dollars to help with travel and/or supplies was obtained from the Lions Club. More service organizations were contacted throughout the year for ancillary funds for continuation, but no firm commitments were received by Project staff.

In early February, 1978, the Community Workshop and Training Center, Inc., of Fulton County contacted the Project to indicate their desire to become a provider agency in Fulton County. They met on February 16, 1978, to learn more about the 0-3 Project and at that time initiated negotiations for a service agreement between the two agencies. In June, 1978, an exchange of services agreement was signed whereby the Community Workshop and Training Center agreed to provide a continuation/demonstration site for the Macomb 0-3 model components. See Appendix M for a copy of Exchange of Services Agreement between the Fulton County Community Workshop and Training Center, Inc. and the Macomb 0-3 Regional Project.

Efforts to secure continuation sites for delivery of services were time-consuming; as derived from SAAP data (see Table 14), a minimum of 107.24 hours was devoted by Project staff (director and coordinator primarily) to continuation and replication efforts during the third year. The time is an underestimate,

for it was not until November*that the decision was made to include "342 - any activity related to continuation" in the SAAP records. Before that, efforts at continuation were coded as "403 - public information dissemination," or "405 - collaboration with other professionals." Efforts were rewarded by the continuation of the Project services in Fulton and McDonough Counties, two of the three counties originally served by the demonstration project.

Outreach

Following the site visit from Dr. William Swan (BEH) at the beginning of December, 1977, and the receipt of the above-mentioned proposal from Dr. Dyk and Mrs. Smiley, the Project staff made the final decision to submit an Outreach proposal to the Bureau of Education for the Handicapped by March 1, 1978. (Notification of funding for Outreach was received in June, 1978.) Focus of the Outreach proposal is on providing various levels of training, professional upgrading and in-service, and establishment of new sites throughout the 11-county area of west-central Illinois, as well as parts of Iowa and Missouri.

Replication Sites

Replication of one or more components of the model project was also sought by Project staff throughout the third year. Several contacts indicated an interest in replication to be pursued in the fall of 1978. Wee Care Center, a local day care center in Macomb, originally sought the services of the Project on a consultative basis. (See letter in Appendix M.) Possible funding of a Child Development Specialist (one-half time) to work at the day care center in FY 78-79 with developmentally delayed youngsters is now under consideration.

Project staff also contacted AEA #16 Special Education directors, Ft. Madison, Iowa, in February, 1978, to present the model Project and offer help in planning for service to their preschool handicapped population. Both Dr. Bryant and Dr. Dente expressed a definite interest in contracting for services with the Macomb 0-3 Project and will be contacted again in the fall of 1978. (See Outreach support letter from Ft. Madison in Appendix M.) One other request for replication of a model component was received from Ms. Pam LeFrenz, Parent Coordinator with Headstart in Kirksville, Missouri. Ms. LeFrenz attended a training session on sharing centers in December, 1977, held in the Project mobile unit. She expressed interest at that time in future training for members of her Headstart staff in parent involvement and sharing centers. (See letter from Ms. LeFrenz in Appendix M.)

Title XX Proposal

During the course of negotiations to obtain continuation of services in McDonough County, a cooperative proposal was drafted and submitted in June, 1978, for Title XX funds from the state of Illinois. Mr. James Starnes (Director of the McDonough County Rehabilitation Center), Mrs. Barbara Smiley (Regional DD director), Dr. Patricia Hutingier and Mrs. Nancy McKee (Macomb 0-3 Project staff), and Mrs. Georgia Crowl (board member of UCP and McDonough County Rehabilitation Center) met to draft a proposal for providing physical therapy for the developmentally disabled, culturally disadvantaged, and economically and medically deprived children and adults in McDonough County. Five agencies providing service in McDonough County cooperated in this proposal which would

fund a registered physical therapist, a Child Development Specialist, and equipment for physical therapy. Matching funds would be provided by United Way. See Appendix M for copy of the Title XX proposal still pending.

Summary

The above narrative completes the Program Performance Report, 1977-78, for the Macomb 0-3 Regional Project. Where possible, pertinent information has been included for the entire three-year funding period of the demonstration grant.

The principal objective of the original grant proposal was met in the design and implementation of a home-based program of early intervention and education/remediation of handicapped and high risk children, from birth to three years, and their parents. The following supplementary objectives of the grant were also met during the three-year period. Parents of handicapped children have been provided experiences to enable them to become more effective in dealing with their children. Handicapped children under three were integrated with nonhandicapped children of the same age through participation in parent cooperative sharing centers. An individualized educational program was developed and behavioral data maintained on each Project child. A Core Curriculum of bi-yearly goals was developed as a basis for individualized activity plans for each child. Curricular materials and strategies using Piagetian principles were developed, along with kits of materials and activities for use in sharing centers. Information about the Project and early intervention in general was disseminated to interested professionals and the community at large through Baby Buggy papers

and books, radio and television interviews, newspaper articles, presentations, and face-to-face contacts. Project components have been identified and organized so that they are replicable in any similar rural geographical setting for zero to three children.

Tangible evidence of the success of the model developed by the Macomb 0-3 Regional Project is the continuation of delivery of services to the zero to three handicapped population at demonstration sites in Fulton and McDonough Counties, two of the three counties served by the Project. In addition, recognition of the feasibility of the model has also been provided by the Bureau of Education for the Handicapped through its funding of the OUTREACH: Macomb 0-3 Regional Project for 1978-79.

zines, journals, etc.; papers prepared for professional meetings; textual and graphic materials; completed curriculum materials and instructional guides, or drafts if in a developmental stage, special methods, techniques and models developed; scales and other measuring devices used.

When finished with this portion of Part II, 13.443 grantees go to C of Part II.

C. All grantees are to respond to this section C. Discuss the following:

(1) Unanticipated or anticipated spinoff developments (i.e., those which were not part of your originally approved subobjectives, but which are contemplated within the purpose of the Education for the Handicapped legislation, such as new cooperative inter-agency efforts, a de-

cision by volunteer(s) to pursue a career in special education, new public school policy to integrate handicapped children into regular classrooms, enactment of mandatory or other State legislation affecting early education, relevant new course offerings at universities, etc.).

(2) Where outputs are quantified in response to any portion of Part II, relate quantifications to cost data for computation of unit costs. Analyze and explain high-cost

(3) Indicate other matters which you would like OE to know about (e.g., community response to the project, matters concerning the project's working relationship with OE, technical assistance of OE staff, or any other relevant subject.).

Part III

All grantees with a Demonstration/Service function or activity, except for 13.444 grantees who are solely supported for "outreach" activities, are to complete Tables IA, IB, and IC. All grantees under 13.451, as well as those under other handi-

capped programs with a Preservice/Inservice Training activity are to complete Table II. All grantees under 13.444 except those who are supported solely for "outreach" activities, are to complete Tables IIIA and IIIB.

Table IA - Demonstration/Service Activities Data

Children

Enter actual performance data for this report period into the appropriate boxes. Use age as of the time of the original application, or the continuation application, whichever is later. On lines above line 11, count multihandicapped individuals only once, by primary handicapping condition, and indicate

the number of multihandicapped in line 12. Data for lines through 11 are for those directly served; i.e., services to those enrolled or receiving major services, and not those merely screened, referred or given minimal or occasional services.

Type of Handicap	Number of Handicapped Served by Age					
	Ages 0-2	Ages 3-5	Ages 6-9	Ages 10-12	Ages 13-18	Ages 19 and Over
1. Trainable Mentally Retarded						
2. Educable Mentally Retarded						
3. Specific Learning Disabilities						
4. Deaf-Blind						
5. Deaf/Hard of Hearing						
6. Visually Handicapped						
7. Seriously Emotionally Disturbed						
8. Speech Impaired						
9. Other Health Impaired						
10. Orthopedically Impaired						
11. Total	85					
12. Multihandicapped						

MULTI-CATEGORICAL

If the data in the above table differ by more than 10 percent from the data originally presented in your approved application, please explain the difference.

Table IB
Project Staff Providing Services to Recipients in Table IA

Type of Staff	Number	
	Full-time	Part-time (As Full-time Equivalents)
Professional Personnel (excluding teachers)	-	.10 - OT consultant
Teachers	2	2.5
Paraprofessional	-	-

Table IC
If applicable: Services to Those Handicapped Not Included in Table IA

Service	Number of Handicapped
Screened	16
Diagnostic and Evaluative	-
Found to Need Special Help	-
Other Resource Assistance	-

Table II
Preservice/Inservice Training Data

Handicapped Area of Primary Concentration	Number of Persons Received Inservice Training	Number of Students Received Preservice Training by Degree Sought			
		AA	BA	MA	Post-MA
Multihandicapped	20				
Administration	15				
Early Childhood	45				
Trainable Mentally Retarded	30				
Educable Mentally Retarded	30				
Specific Learning Disabilities	35				
Deaf/Hard of Hearing	-				
Visually Handicapped	-				
Seriously Emotionally Disturbed	-				
Speech Impaired	30				
Orthopedically and Other Health Impaired	20				
TOTAL	225				

Overlapping of handicapping areas of concentration occurred
 If data in Table II above differ by more than 10 percent from those in your approved application in target audiences.

Table IIIA
Placement of Children Participating in
Early Childhood Program During Reporting Period

Indicate the placement of children who left your project during the year covered by this report period.
 NOTE: Count each child only once by primary type of placement below.

TYPE OF PLACEMENT		NUMBER OF CHILDREN	
		FULL-TIME	PART-TIME
INTEGRATED PLACEMENT (i.e., in regular programs with children who are NOT handicapped)	Nursery schools	2	
	Day-care programs	1	
	Head Start	1	
	Pre-kindergarten	2	
	Kindergarten		
	Primary grades	First	
		Second	
		Other	
SPECIAL EDUCATION PLACEMENT (i.e., in classes only for handicapped children but situated in regular private or public school)	Pre-kindergarten	7	
	Kindergarten		
	Primary grades	First	
		Second	
		Other	1
Macomb 0-3 Project	Scheduled to remain in Early Childhood Program in coming year	39	
INSTITUTIONAL PLACEMENT	Other (specify) Nursing Home	3	
	Other ECH programs	8	

Table IIIB

Cumulative number of children entered into integrated placement (if known) prior to this report period	NUMBER	Estimated retention rate of cumulative number in integrated placement	PERCENT
	Unknown		Unknown %

APPENDIX A. ABSTRACT

ABSTRACT

May, 1978

The Macomb 0-3 Regional Project, a member of the Handicapped Children's Early Education Program (HCEEP) of the Bureau of Education for the Handicapped, is a rural model project funded by the Office of Education, Department of Health, Education, and Welfare. The Project began in 1975 as a three-year demonstration grant in the College of Education, Western Illinois University.

Objectives

The principal objective of the Project is to design and implement a model program of early identification and education/remediation of handicapped, high risk, and/or developmentally delayed infants, ages zero to three, and their parents who reside in rural areas. Operationally the objective is met through the provision of experiences and activities using strategies based on a developmental approach and the observation of the children and parents in the Project; knowledge of child development and handicapping conditions; knowledge of techniques for dealing with handicaps; child-centered objectives; home visits to the Project participants residing in rural areas and small communities; establishment of sharing center groups and a water activities program; and consultative work with homemakers, day care and nursery school teachers, and teachers of preschool handicapped.

Characteristics of Population Served

The specific population served includes those children under three years of age who exhibit any medical, psychological, or educational handicap that

would make them eligible for educational services if they were above three. In Illinois, children from ages three to six are not classified by special handicap. Eligibility is based on a noncategorical approach defined as "high risk," which includes such conditions as anoxia at birth, jaundice, birth weight under five pounds, maternal malnutrition, family history, maternal diabetes, and other conditions. Services are available to children who reside in Fulton, Hancock, and McDonough Counties.

In order for a noncategorical handicapped or high risk child to be accepted into the Project, the parent(s) or primary caretaker must agree to weekly home visits with the available option of participating in additional components as they so choose. All parents must also agree to complete initial forms, which include various permission forms, initial screening information, and permission to evaluate the child.

Referrals are obtained directly from parents, physicians, nurses, hospitals, mental health centers, as well as other sources, and are channeled through the Special Education Cooperative referral system, a procedure which insures that the superintendent of schools in the appropriate district is notified of the existence of a preschool handicapped or high risk child in his district, information important for planning purposes.

Since October, 1975, approximately 85 children have been serviced by the Project. The caseload encompasses a wide spectrum of handicapping conditions, ranging from hydranencephaly to general developmental delay. Handicapping conditions include cerebral palsy, Down's syndroms, hydrocephaly,

dysarrhythmia, microcephaly, cleft palate, and facial anomalies, among others. Language and motor delay are common among many of the children. High risk children who are observed to experience no significant delay after several months of observation are placed on a monthly monitor basis.

Services to Children

Both medical stabilization of the child and family support are prerequisites to education and remediation. After the referral has been processed and the initial visit has been made to the home, staff members concentrate on medical and family stabilization where needed. Arrangements are made for hearing, speech and language evaluations, visits to physicians for diagnostic work and inoculations, and transportation to these appointments where necessary. Ancillary supporting services to families include the availability of counseling for parents and referrals for other immediate needs such as food, clothing, and specific financial aid.

Home visits, an integral part of the delivery of services, take place on a weekly basis after a child has been accepted into the program. Home visits are conducted by Child Development Specialists (CDSs). These visits, approximately one hour in length, consist largely of observation of both child and parent, interaction between CDS and parents, interaction between CDS and child, pinpointing a specific behavior (either child behavior or parent behavior, or perhaps both), child-parent interaction, and the implementation of a jointly determined appropriate activity.

Several steps are involved in choosing activities for the children. First and most important is informal assessment of the child during the first two or

three visits. Formal means of assessment (Alpern-Boll, REEL, and Uzgis-Hunt) are also conducted; they are used to confirm or disconfirm observation and show parents the child's present level in several areas of development. Parents' concerns for their child are also assessed, since meeting parents' needs is of paramount importance for a child's satisfactory development. After several weeks of observation and interaction with the child and parent, bi-yearly goals for the child covering the assessed areas of need are developed by the CDS, in consultation with the parents. These goals are mutually agreeable to both CDS and parents. Objectives for the bi-yearly goals are derived from the Core Curriculum, as developed and refined by the CDSs over a three-year period. Activities for each visit are planned using the objectives in the bi-yearly goals. For each visit, a target behavior is determined by the CDS and parent. A specific activity is provided for the parent and child to work on each day and the child's progress is charted by the parent where possible.

In addition to home visits, parents are given the option of participating in sharing centers, which meet every two weeks. The sharing centers evolved from the concept of a parent-cooperative nursery school. Involvement in parent sharing centers, which combine typical and atypical children and their parents and siblings, is determined largely by geographic location. Sessions are held in area churches or other community buildings at the present time, though the ultimate goal is location in parents' homes. Activities planned for children at sharing centers include areas of gross motor, fine motor, language and speech, sensory awareness, self-help skills, socialization, and physical therapy if indicated.

Parents are encouraged to participate, gain new skills, and gain new information during the sharing centers.

An alternate type of sharing center presently available in one county is the water activities program, conducted every week at a local YMCA. Various techniques of stimulation, relaxation, and body control are employed by the CDS in working with mother and child in the water.

Parent study groups are incorporated into the sharing centers. Various topics such as Parent Effectiveness Training (PET), management techniques, language development, and nutrition are discussed by the CDS and parents. Other parent study groups may be held independently of the sharing centers upon demand; some of the most unique and successful are toy workshops.

The Project's mobile unit, a modified Jamboree motor home, is an important part of the delivery of services to children residing in rural areas. Supplemental transportation is provided by university cars and private cars. The mobile unit is used by the staff in a variety of ways: to make initial contacts; to conduct home visits; to transport child and parent; to hold staff in-service retreats and also provide transportation to area conferences; to hold mini-sharing centers if no alternate site is available; to disseminate information about the Project and early intervention in a rural area.

Parent-Family Participation

In projects concerned with delivery of services to handicapped infants, the emphasis is on the parent. Staff members of the Project operate on the basic assumption that the involvement, cooperation, and enthusiasm of the parent(s) or primary caretaker in the Project activities are essential. Cooperation of

parents is achieved in scheduling and planning home visits. Recording of child progress or charting of specific activities is carried out solely by the parent or primary caretaker between visits. Parents are also involved in scheduling, planning, and contributing materials to the sharing centers. In addition, parents take an active part in conducting activities with all the children involved, both in regular sharing centers and in the water activities program. Project parents cooperate in a variety of evaluation procedures, as well as agreeing to be photographed and videotaped for the Project's dissemination purposes. Another significant example of parent enthusiasm and involvement is the membership of three parents on the Project Advisory Council, a group of nine individuals (whose membership includes a pediatrician, various professional people, and interested citizens in the community) who meet every six weeks to give advice and information to the director of the Project.

Evaluation

Procedures for evaluating the following components have been established and are being maintained: children; parents; staff performance; in-service; and dissemination. The coordinated evaluation plan was developed in consultation with Dr. John Irwin, TADS-sponsored consultant from Memphis State University.

Children. Procedures followed in child evaluation consist of a battery of formal tests (the Alpern-Boll Developmental Profile and the Receptive-Expressive Emergent Language Scale [REEL]); an ordinal scale for assessing Piagetian sensorimotor developmental behaviors (the Uzgis-Hunt Ordinal Scales of Psychological Development); and Behavior Growth charts, determined by day-to-day behavior recordings stored in the computer. The design is a repeated measures test series

with a six-month time interval between tests. A computer program analyzes scores from the standard battery, the ordinal scales, and the charts. Scores are ranked and then analyzed with appropriate correlation techniques to determine the relationship among the three kinds of measures.

Parents. Evaluation of the parent component consists of use of the Parent Satisfaction Questionnaire devised by the Battelle group, the recording of specific behaviors (e.g., positive and negative comments about their children in a given time period), and the videotaping of parental behaviors. The Parent Satisfaction Questionnaire is administered by an independent evaluator to parents after they have participated in the Project for three months, and again at six-month intervals. Information gain, involvement, and satisfaction can all be measured by this questionnaire. Recording of specific parental behaviors is determined by the Project staff. Videotaping of parent/child interaction at home visits provides another means for evaluating parental behavior. Systematic videotapes of parent behavior began in October, 1977, with the inception of a small research grant to the director. The videotaping and coding will result in parent evaluation, and also will include an interaction analysis of parent/child behavior. When the proposed activities are completed, a statistical analysis of quantified parent/child interaction should be available.

Staff Performance. In an effort to evaluate staff development, the TADS "Staff Questionnaire: Satisfaction with Staff Development" is administered. Individual CDS performances are evaluated by means of videotapes of home visits, critiqued by the director and other Child Development Specialists. The principal

means of identifying and evaluating staff performance is the use of the Staff Activities Accountability Program (SAAP), a computer-based program adapted in the second year of the Project from the work of William Gingold, Ph.D., Southeast Mental Retardation Center, Fargo, North Dakota. The SAAP activity data is recorded daily by Project staff, classified by date, location, contact, activity, the number of persons involved, and the staff member's identification number. Each entry is keypunched into a data card and stored. The data is analyzed in a variety of ways through use of SPSS (Statistical Package for the Social Sciences) programs. Many combinations of data may be obtained, and cost accountability derived as well.

Consultants. The Project's in-service training includes consultation with other professionals. Evaluation of consultants for the Project was begun in January, 1977, with the adaptation of the consultant form suggested in the TADS manual on evaluation.

Dissemination. Since January, 1977, evaluations of presentations given by members of the staff have been sought each time a staff member presents any aspect of the Project. The evaluation form was adapted from the TADS Evaluation Manual of May, 1976. Presentations are evaluated on six items, each with a scale which ranges from one (low, or "not at all") to four (high, or "completely"). An Evaluation of Dissemination/Demonstration form is given or mailed along with the materials requested from the Project. This form attempts to evaluate such things as timeliness, practicality, and pertinence of dissemination materials.

Personnel

Provision of qualified staff to carry out services to children is of primary importance. As the Project increased in scope and size in the second year, additional staff members were hired. In December, 1977, one of the co-directors left the Project to assume the position of staff psychologist at the State Hospital, Brainerd, Minnesota. The present staff consists of the following: 1 Director (1/3 time); Project Coordinator (full-time); 4 Child Development Specialists (full-time); 1 Child Development Specialist (1/2 time); 2 secretaries (1/2 time). An occupational therapist serves the Project on a consultant basis, two days a month. In-service training to upgrade skills has been available to all staff members. Enrollment in university courses, attendance at workshops and conferences, consultation with other professionals, access to a fairly extensive bibliography, and other opportunities too numerous and diverse to catalogue have been utilized by the Project staff.

Training for Personnel from Other Programs or Agencies

A significant activity undertaken in the area of training personnel was the development and submission to BEH of a multi-disciplinary personnel preparation grant to train persons to work with Early Childhood Handicapped children from zero to six years of age. The proposal was approved in June, 1977, funded for \$20,000, and became operational in fall quarter of 1977. It focuses directly on the need for providing services to all handicapped children, the need for effective Early Childhood programs, and the desirability of interdisciplinary approaches. The continuation proposal for the second year of operation of the 0-6 ECH Personnel Training program was funded in April, 1978.

Demonstration and Dissemination Activities

Demonstration and dissemination assumed major importance in the second year of operation and have continued throughout the third year. Procedures consist of media coverage, audio-visual production, presentations to local and regional audiences, a general Project orientation Open House, production of brochures, newsletters, and materials describing the Project, mobile unit demonstration, development of a logo, production of "Baby Buggy" dissemination papers, articles submitted for publication in professional journals, development of a curriculum for sharing centers, visitations from interested individuals and groups, personal contacts in the three-county area, and responses to requests for information.

Coordination with Other Agencies

A secondary objective of the Project is the coordination of information, activities, and services with other agencies. At the service level, the Project has coordinated with many private and local agencies, including the following: Homemakers and Home Care programs, Illinois State Division of Children and Family Services; Foundation for Crippled Children; nursery school and day care personnel; McDonough County YMCA; area churches which have provided free space for sharing centers; hospitals and physicians; area 0-3 projects; and local interagency councils.

Continuation and Replication

As model demonstration grants are funded by the Bureau of Education for the Handicapped for a three-year period, a major objective of the third year has been the exploration and development of funding sources for continuation

of the delivery of services to handicapped, high risk, and developmentally delayed children, ages zero to three, and their families. Local funding sources within the three-county area have been contacted. The birth to three services to handicapped children are being continued locally in 1978-79 through the Community Workshop Training Center in Fulton County and the McDonough County Rehabilitation Center in Macomb. An Outreach proposal was submitted to the Bureau of Education for the Handicapped in February of 1978. Negotiations for funding are presently underway with BEH.

Replication of one or several components of the Project has been requested in many of the letters received by the Project. While no formal replication site agreement has been negotiated, information on replicating the sharing center component has been requested by the Head Start program in Kirksville, Missouri. Requests for training have also been received from professionals in Lafayette, Indiana, and Jacksonville, Illinois.

APPENDIX B. COPIES OF FORMS DEVELOPED
OR REVISED IN THIRD YEAR

MACOMB 0-3 REGIONAL PROJECT
PARENTAL APPROVAL FOR PROGRAM PLACEMENT

After a discussion of my child's abilities and performance, I hereby agree to his/her placement in the Project. I understand that a Child Development Specialist will visit my home weekly to assist me in teaching my child developmental skills that will be recorded for individualized curriculum planning.

I agree to participate in the additional components on a regular basis:

- ☐ Child Study Groups
☐ Swimming (where available)
☐ Sharing Centers

Signature

Date

MACOMB 0-3 REGIONAL PROJECT
PARENTAL APPROVAL FOR PROGRAM PLACEMENT

After a discussion of my child's abilities and performance, I hereby agree to his/her placement in the Project. I understand that a Child Development Specialist will visit my home weekly to assist me in teaching my child developmental skills that will be recorded for individualized curriculum planning.

I agree to participate in the additional components on a regular basis:

- ☐ Child Study Group
☐ Swimming (where available)
☐ Sharing Centers

Signature

Date

ACTIVITY PLAN

Child's Name _____ CDS _____ Date: _____

MATERIALS

ACTIVITY

EVALUATION

212

213

Macomb 0-3 Regional Project

Evaluation of CDS by Videotape

Videotaping a staff member's (CDSs) interaction with child and parent during a home visit provides a way to analyze the interaction both immediately and after a period of time. Taping a home visit, or a sharing center, preserves a slice of behavior for future comparison and use. Although videotaping is not an essential component, it is useful for the following reasons: 1) all the staff can critique and discuss procedures; 2) growth in CDS skills can be demonstrated informally; 3) growth in CDS skills can be documented through use of an instrument such as the Child Development Specialist Competency instrument; and 4) various comparisons can be made among CDSs, and over time.

Guidelines

1. Video each staff member during third month after service has begun and at 6-month intervals thereafter.
2. Video during regular home visit.
3. Tape 2 sessions of each CDS with a different child, preferably of different age levels.
4. Explain video to parent (and child) and obtain their permission ahead of time.
5. Later show the video to parent and child.
6. Explain the purpose of the taping to the trained person doing the video and the things you'll be looking for so that he will tape the total situation (i.e., CDS, child, parent, materials).
7. Before taping the home visit, tape an introductory sign with child's number, age, date, and CDS to label the video.
8. Have the operator video representative sampling of each activity throughout the home visit (3-5 minutes of each activity).
9. Label the case containing the video (with CDS name and family's number) each time a session is taped.
10. Each CDS will be evaluated by fellow staff members viewing the tapes and filling out given form.
11. Open discussion of evaluation will be held after each set of videos.
12. Evaluation sessions should take place at a staff meeting as soon as all videos on each CDS are complete.

CHILD DEVELOPMENT SPECIALIST COMPETENCIES

I. Competencies related to working with child		NA	Never	Seldom	Sometimes	Often
A. Interaction with child						
1. Verbal interaction						
a. Speaks at child's receptive level	1	2	3	4	5	
b. Expands child's utterances	1	2	3	4	5	
c. Extends child's utterances	1	2	3	4	5	
d. Reinforces child's language	1	2	3	4	5	
e. Responds to child's communication efforts	1	2	3	4	5	
f. Provides appropriate language modeling	1	2	3	4	5	
g. Uses positive reinforcement and/or affection	1	2	3	4	5	
h. Provides verbal directions	1	2	3	4	5	
i. Uses pleasant tone of voice	1	2	3	4	5	
2. Nonverbal interaction						
a. Assumes appropriate facial expression	1	2	3	4	5	
b. Handles child appropriately (physical handling)	1	2	3	4	5	
c. Works at eye level of child	1	2	3	4	5	
d. Attends to child's communication efforts	1	2	3	4	5	
e. Gives positive reinforcement and/or affection	1	2	3	4	5	
f. Actively participates in activity	1	2	3	4	5	
B. Activities with child						
1. Focusing on task (efforts to concentrate the child's interests and attention on ongoing task)						
a. Encourages the child	1	2	3	4	5	
b. Attends to interest demonstrated by child	1	2	3	4	5	
c. Keeps task at interest level of child	1	2	3	4	5	
d. Uses distraction or ignoring (diversion of child interest from task or behavior to more desirable task or behavior)	1	2	3	4	5	
e. Provides assistance for task as needed	1	2	3	4	5	
f. Refusal to help or comply (when appropriate)	1	2	3	4	5	
2. Appropriate task for child's levels of development						
a. Provides an opportunity for child to explore and experiment on his/her own through non-directed activities	1	2	3	4	5	
b. Teaches a specific task through appropriate directive activity	1	2	3	4	5	
c. Provides interesting, stimulating materials for activities at child's level of development	1	2	3	4	5	

3. Arranging an appropriate setting	NA	Never	Seldom	Sometimes	Often
a. Child-proofs space	1	2	3	4	5
b. Makes smooth transition from activity to activity	1	2	3	4	5
c. Uses space effectively	1	2	3	4	5
d. Positions child according to handicap	1	2	3	4	5

II. Competencies related to working with parent

A. Interaction with parent (caretaker)

1. Verbal interaction

a. Speaks at parent's level of understanding	1	2	3	4	5
b. Responds to parents' needs	1	2	3	4	5
c. Answers parent's questions	1	2	3	4	5
d. Gives directions for activities	1	2	3	4	5
e. Explains purpose of activities	1	2	3	4	5
f. Gives general information to parent	1	2	3	4	5
g. Asks about parent's concerns, ideas	1	2	3	4	5

2. Nonverbal interaction

a. Attends (and listens) to parent	1	2	3	4	5
b. Involves parent in activities	1	2	3	4	5
c. Maintains eye contact	1	2	3	4	5
d. Demonstrates positive attitude toward parent	1	2	3	4	5

B. Parent involvement in activities

1. Inclusion of parent in activities

a. Encourages parent to participate in activities	1	2	3	4	5
b. Provides model for working with child	1	2	3	4	5
c. Reinforces involvement of parent	1	2	3	4	5

2. Allows parent to assume increased responsibility for carrying out activity

a. Allows parent to plan part or all of activity	1	2	3	4	5
b. Allows parent to carry out part or all of activity	1	2	3	4	5

SYSTEMATIC OBSERVATION

During the first three visits to a child's home, the Child Development Specialist (CDS) makes systematic observation of several areas. Among these areas are the environment, the family, care of the child, the parent-child interaction, child interaction with the toys, the child's interaction with strangers, motor skills, self-help skills, social skills, and cognitive development. The systematic observation of the child and his surroundings helps to provide a complete picture of the child by including information that cannot be obtained during formal assessment.

The following checklist may be used as a guide in systematically observing a family newly enrolled in the project. Space is provided for comments.

1. Observation of the environment:

Location of home _____

Home size _____

Amount of floor space and way it is used _____

Cleanliness of home _____

Family pets _____

Type of home (house, trailer, apartment) _____

Furnishings _____

Child-proofed home (harmful things covered, such as electrical outlets, or put out of the child's reach, such as cleaning supplies) _____

Lighting of the home _____

Outside play area _____

Plumbing (indoor or outdoor) _____

Stairs in home _____

Amount of visual stimulation _____

Objects at the child's eye level _____

2. Assessing the family:

Number of family members _____

People living in the home who are not immediate family members _____

Educational level of parents _____

Sibling interaction _____

Primary caretaker _____

3. Observation of the care of the child:

Child's clothing _____

Cleanliness of the child _____

Toys available for child _____

Types of food given child _____

Schedule of eating and sleeping _____

4. Parent-child interaction:

Attention the parent pays to child _____

Verbal and non-verbal interaction _____

Physical contact _____

Eye-level contact _____

Behavior management _____

Independence provided for child _____

Support and encouragement of child _____

5. Child's interaction with toys:

Attention span _____

Active exploration of a toy _____

Creative manipulation of a toy _____

Use of different senses (mouthing, listening, looking) _____

Methods of compensating for any handicapping condition _____

6. Child's interaction with strangers:

Child's acceptance of the person _____

Verbal and non-verbal interaction _____

Response to overtures made by the person _____

Child's initiation of contact with person _____

7. Motor:

Reflexes _____

Head control _____

Reaching and grasping _____

Rolling _____

Sitting _____

Mobility _____

Pulling self to standing position _____

Cruising _____

Standing independently _____

Walking independently _____

Climbing _____

Jumping _____

Palmar/pincer grasp _____

8. Language:

Responding to sound _____

Cooing _____

Babbling _____

Saying first words _____

Jargon speech _____

Labeling _____

Two-word utterances _____

Following directions _____

Three- and four-word utterances _____

Receptive skills _____

9. Self-Help:

Holding bottle (ask parent) _____

Finger and spoon feeding _____

Drinking from cup _____

Toilet training _____

Dressing and undressing _____

10. Social:

Responding to physical contact _____

Making eye contact _____

Social smiling _____

Interaction with parent _____

Interaction with siblings _____

11. Cognitive:

Object permanence _____

Repetition of interesting results (attempts) _____

Visual tracking localizing _____

The above checklist represents an attempt to aid the Child Development Specialist in obtaining an informal assessment of children new to the Project.

APPENDIX C. TABLE OF CONTENTS FOR
TRAINING MANUAL;
LIST OF SHARING CENTER KITS,
OBJECTIVES, AND MATERIALS

HOME VISIT COMPONENT

Table of Contents

- I. Child Development Specialist
 - A. Role and responsibilities
 1. Baby Buggy Paper #411, "Undifferentiated Staffing Pattern"
 - B. Competencies
 1. Child Development Specialist Competencies
 - C. Evaluation of a CDS
 1. Staff Evaluation Procedures
 2. SAAP Program - B. B. Paper #154
 3. Categories of Human Interaction Scale and Analysis
 4. Evaluation by Videotape
 5. Staff Satisfaction Questionnaire
- II. Intake Procedures
 - A. Overview
 - B. B. B. Paper #172, "Developing General Awareness of the Importance of Early Intervention"
 - C. B. B. Paper #171, "Developing a Referral System"
- III. Curriculum
 - A. Overview
 - B. B. B. Paper #163, "Curriculum Development in the Macomb 0-3 Regional Project."
 - C. B. B. Paper #164, "Development of Bi-Yearly Goals"
 - D. B. B. Paper #157, "Parent Charting of Long Term Goals"
- IV. Home Visits
 - A. Overview - Your House or Ours
 - B. Assessment, Intervention, and Re-evaluation Periods in Home Visits
 1. Sample Differential Needs of Parents
 2. Systematic Observation Checklist
 - C. Components
 1. Preparation/Planning
 - a. B. B. Paper #165, "Activity Plans for Home Visits"
 - b. How to Plan Activities
 - c. How to Pack Materials
 2. Evaluation of Home Visit Activities
 - D. Implementation Procedures for Home Visits
 1. Assessment Period
 - a. Goals and Objectives
 - b. Activities
 - c. Sample Schedules of Home Visits (#1 through #5)
 2. Intervention Period
 3. Re-evaluation Period
 4. Next Intervention Period

TRAINING MANUAL (Tentative)

- I. Agenda
- II. Objectives for Trainees
- III. General Overview of Project
 - A. Abstract
 - B. New Brochure
 - C. YOUR HOUSE OR OURS
- IV. Home Visit Component
 - A. Training Manual
- V. Sharing Center Component
 - A. HAVE WAGON: WILL TRAVEL
 - B. WADE
- VI. Review of Instructional Techniques
 - A. Behavioral Objectives
 - B. Preparation and Use of Educational Objectives
 - C. Task Analysis
 - D. Precision Teaching
 - E. Practice Form on Pinpointing
 - F. Piagetian Theory and Its Implementation
- VII. Forms
 - A. Child-Related
 - B. Project Evaluation
- VIII. Toys and Materials
 - A. YOU CAN MAKE IT, YOU CAN DO IT
 - B. EVERYTHING AND THE KITCHEN SINK
 - C. Analysis of Toy Usage
 - D. Skeleton List of Toys Needed to Begin Project
- IX. Suggested Readings
 - A. Bibliography for Staff
 - B. Bibliography for Parents
 - C. List of Available Project Materials
- X. "It Happened One Day on a Home Visit"(Diary of a CDS)

SHARING CENTER KIT #1

Activities have been primarily categorized under the major headings of gross motor, fine motor, cognitive, sensory, and language; however, each activity represents a blending of many areas.

Gross Motor

<u>Materials</u>	<u>Objectives</u>	<u>*Reference in Book</u>
mirror w/blanket	raises head recognizes own image explores self plays peek-a-boo	Where Am I? Look at Me
foam	manipulates the shapes acquires expectations about the weight of shapes stacks shapes interacts with other people maintains balance of stacked boxes	Surprise Blocks Boxes Soft & Light Blocks Block Drops

Fine Motor

crayons	holds crayons
paper	marks on paper

Cognitive

flashlight large blanket quilt	tracks the light	Night Light
-----------------------------------	------------------	-------------

Sensory

carpet squares	feels textures of the carpet squares walks, crawls, jumps on carpet squares	Carpet Squares
music box record player	attends to sounds	

Sensory, cont.

Materials

Objectives

*Reference in Book

bowls
cups
spoon
grains
pans

feels the textures of the grains
discriminates size difference between grains
observes colors of the grains
explores the quantity relationships of full
and empty
pours the grains

Corns & Pans

squeeze toys

grasps objects
attends to sound

Grasping
Tracking

Language

books

views pictures
names objects
turns pages

*related activities in Have Wagon: Will Travel curriculum book

Sharing Center Kit #1 - 3 boxes

Contents:

- 1 Have Wagon: Will Travel book
- 1 mirror with attached blanket
- 2 flashlights
- 1 large quilt
- 6 bowls with lids
- 7 carpet squares
- 1 bag foam shapes
- 1 set graduated cups
- 2 sets measuring spoons, scoop, funnel
- 1 music box record player
- 4 squeeze toys
- 3 packages crayons
- 1 package drawing paper
- 1 bolster
- 3 containers of grains
- 2 drop cloths
- 1 container wet ones
- 1 roll paper towel
- 3 books
- 2 tin pans

SHARING CENTER KIT #2

Activities have been primarily categorized under the major headings of gross motor, fine motor, cognitive, sensory, and language; however, each activity represents a blending of many areas.

Gross Motor

<u>Materials</u>	<u>Objectives</u>	<u>*Reference in Book</u>
snap wall	moves through the wall maintains body balance	Infant Playground Obstacle Course
Baby Exercise Book	relaxes body strengthens muscles	
push and pull toys	pushes or pulls toys attends to sound	

Fine Motor

double arched abacus	grasps bead
single arched abacus	crosses midline
curly abacus	
tactile pegboard	pushes peg in hole
pegs	pulls peg from hole

Cognitive

sorter box	picks up objects places objects in hole feels different shapes of objects	Can & Objects
------------	---	---------------

Sensory

bubbles	blows air through the straw	Bubble Tub
straws	makes bubbles	Bubbles
cups or bowls	blows with more force for more bubbles	
musical drum	attends to sound manipulates drum	

Language

Materials

animal puppets

Objectives

feels furry puppet
manipulates puppets

*Reference in Book

*related activities in Have Wagon: Will Travel curriculum book

Sharing Center Kit #2

Contents:

- 1 Have Wagon: Will Travel book
- 9 large snap-wall pieces
- 1 double arched abacus
- 1 single arched abacus
- 1 curly arched abacus
- 3 foam tactile pegboards
- 1 box pegs
- 3 bottles bubbles
- 1 pkg. straws
- 4 plastic bowls (small)
- 1 bottle liquid soap
- 1 carton food coloring
- 2 pull toys
- 2 push toys
- 1 Baby Exercise Book
- 1 shape sorter box
- 1 roll paper towels
- 1 wet ones
- 1 drop cloth
- books
- 1 musical drum
- 1 koala bear
- 1 small skunk
- 1 large bunny rabbit
- 1 raccoon

SHARING CENTER KIT #3

Activities have been primarily categorized under the major headings of gross motor, fine motor, cognitive, sensory, and language; however, each activity represents a blending of many areas.

Gross Motor

Materials

large ball
Baby Exercise Book

Objectives

feels the movement of the ball
relaxes on ball
lifts head

*Reference in Book

Jumbo Ball

Fine Motor

finger paint
paper
paints
brushes
sponges
messy tray

paints on paper
mixes two colors of paint
grasps the brush/sponge
feels the paint

Paint Box
Pudding Paint

Cognitive

large bead and string
puzzle beads

strings beads
pulls beads off string

puzzle

manipulates puzzle pieces
places piece in puzzle

roadway track

manipulates cars

Stringing Things

Sensory

rhythm instruments

manipulates instruments

Rhythm Instruments

Language

books (included in
all kits)

looks at pictures
turns pages

*related activities in Have Wagon: Will Travel curriculum book

Sharing Center Kit #3

Contents:

- 1 Have Wagon: Will Travel book
- 1 bag rhythm instruments
- 1 jar black fingerpaint
- 1 jar red fingerpaint
- 1 jar blue fingerpaint
- 1 jar green fingerpaint
- 1 jar yellow fingerpaint
- 1 pkg. fingerpaint paper
- 1 pkg. small sponges
- 1 container beads and strings (flingles)
- 1 can beads and strings (wooden)
- 3 books
- 1 large ball and baby exercise
- 1 foot pump
- 3 puzzles
- 1 container wet ones
- 1 roll paper towels
- 1 drop cloth
- 1 assorted blocks (bristle-wood)
- 5 squeeze toys
- 1 roadway track with vehicles

SHARING CENTER KIT #4

Activities have been primarily categorized under the major headings of gross motor, fine motor, cognitive, sensory, and language; however, each activity represents a blending of many areas.

Gross Motor

Materials

Objectives

*Reference in Book

Lock-n-Stack blocks

stacks blocks
maintains balance of stacked boxes
builds with the blocks
shares the blocks
lifts the blocks

Infant Playground
Obstacle Course
Boxes

Fine Motor

chalk
chalk boards
erasers

marks on board
erases board

Cognitive

wire threading
sequences

places form on wire
takes form off wire

Stringing Things

Sensory

water play trough
water toys
food coloring

feels the water
pours water
manipulates toys in water
observes liquid during color change
follows moving object with eyes

Things That Float &
Things That Don't
Water Painting (Body)
Bubble Tub
Pouring
Sand & Water
Color & Water

bells with mallet

taps bell
attends to sound of bell
discriminates sounds

Rhythm Instruments

Language

Materials

books

Objectives

turns pages
identifies pictures
maintains attention

*Reference in Book

*related activities in Have Wagon: Will Travel curriculum book

Sharing Center Kit #4

Contents:

1 Have Wagon: Will Travel book
1 box Lock-n-Stack blocks
1 water play trough
6 bells and 1 mallet
4 chalkboards
2 pkg. chalk
2 erasers
1 container wet ones
1 roll paper towels
1 drop cloth
4 threading sequences
books
1 pkg. brushes
1 container powder
2 plastic bowls
food coloring

SHARING CENTER KIT #5

Activities have been primarily categorized under the major headings of gross motor, fine motor, cognitive, sensory, and language; however, each activity represents a blending of many areas.

Gross Motor

Materials

Objectives

*Reference in Book

tunnel

crawls through tunnel
hides in tunnel
looks through tunnel

Infant Playground
Obstacle Course

Fine Motor

pound & roll
plastic pounding
board
pegboard with hollow
cylinders

pounds peg
pounds ball
manipulates pieces

play dough
cookie cutters
rolling pins
recipe

feels the texture of the dough
squeezes play dough
presses play dough

Play Dough

Cognitive

rattles and strings
assorted rattles

pulls string to obtain object
shakes rattles

String Along

tea cups

imitates drinking, eating
imitates cooking meals
stacks cups

Let's Pretend We
Do Things
Let's Pretend We
Cook

Sensory

click & clatter car
musical pull crib toy

attends to sound
makes toy move
watches toy

Language

Materials

Objectives

*Reference in Book

Playskool home

manipulates objects of home
role plays with characters

Let's Pretend We
Do Things

bear

holds bear
role plays with bear

*related activities in Have Wagon: Will Travel curriculum book

Sharing Center Kit #5

Contents:

- 1 recipe for play dough
- 1 rolling pin
- 1 drop cloth
- 1 play house
- 1 wooden pound & roll
- 1 plastic pounding board
- 2 sets plastic tea cups
- 4 rattles - 2 with strings
- 1 vinyl fun tunnel
- 1 peg board with hollow drop-in cylinders
- 1 musical crib toy
- 1 container wet ones
- 1 roll paper towels
- 1 Have Wagon: Will Travel book
- 3 books
- 1 set of bowls
- 1 stuffed bear - hold in middle

SHARING CENTER KIT #6

Activities have been primarily categorized under the major headings of gross motor, fine motor, cognitive, sensory, and language; however, each activity represents a blending of many areas. This kit is composed of homemade materials.

Gross Motor

<u>Materials</u>	<u>Objectives</u>	<u>*Reference in Book</u>
foam blocks balls	manipulates balls and blocks rolls the ball throws the ball catches the ball	Surprise Blocks They're All Balls Balls
sliding scooter	makes scooter move rides on scooter	

Fine Motor

bottle and caps	places caps on the bottles feels textures of bottles discriminates sizes of the bottles	Bottles & Caps
cans and things	picks up object places object in container feels the different objects	Can & Objects Block Drops

Cognitive

sliding toy	manipulates slide tracks object
-------------	------------------------------------

Sensory

pudding paint paper drop cloth	shakes pudding paint smells pudding feels pudding tastes pudding paints with pudding	Pudding Paint
shape puzzle	manipulates square pieces	

Sensory, cont.

Materials

Objectives

*Reference in Book

textured trays

feels various textures

Feel Box

(feeley) socks

feels various textures
manipulates socks

Feel Quilt

Language

mirror doll

sees reflection in mirror
identifies body parts

Look at Me

sea serpent puppet

manipulates puppet

*related activities in Have Wagon: Will Travel curriculum book

Sharing Center Kit #6

Contents:

- 1 mirrored doll
- 7 foam blocks
- 2 hand puppets
- 1 set bottles and caps
- coffee tins and objects
- 1 pkg. instant pudding
- 2 drop cloths
- 1 container wet ones
- 1 roll paper towels
- 1 sliding seesaw toy
- 2 textured trays
- 4 tactile socks
- 1 wooden car
- 1 Kitchen Sink book
- 1 You Can Make It book

APPENDIX D. SUMMARIES OF RESPONSES TO
PARENT SATISFACTION QUESTIONNAIRES

MACOMB 0-3 REGIONAL PROJECT

PARENT QUESTIONNAIRE: SATISFACTION WITH PARENT PROGRAM

Date: 6 / 31 / 78

Interviewer: Summary 1977-78 (N=54)

Parent: _____

INSTRUCTIONS: Interviewer should be a trained INDEPENDENT individual who is not directly engaged in delivery of services to children.

Read question, elaborate if necessary, naming possible alternative responses. Place check mark (✓) on line opposite each response made.

Revised form taken from TADS adaptation of the parent survey in Final Report on Evaluation of H.C.E.E.P. Battelle, Columbus, 1976.

1. In what ways have you participated in the Macomb 0-3 Regional Project?

1.A. Have the following supplemental services been provided or arranged by the Project?

(1) Medical evaluation (Crippled Children's Clinic)	15
(2) Speech evaluation	26
(3) Hearing evaluation	34
(4) Vision evaluation	15
(5) Occupational therapy visits	26
(6) Physical therapy visits	5
(7) Supplemental funding information	4

2. How often do you participate in the program?

(1) At least once a week	29
(2) At least twice a month	9
(3) At least once a month	13
(4) Other (specify) _____	1

3. Do you feel that there is enough opportunity for parents to participate in the program?

(1) Yes	49
(2) No	2
(3) Don't know	

If no, go to item 4 - if yes or don't know, go to item 5.

4. What other opportunities for participation do you think there should be?

1

- (1) _____
- (2) _____
- (3) _____ 274

5. Have any other members of your family or other persons who care for your child participated in the program?

- | | |
|--------------------------|-----------|
| (1) Yes | <u>30</u> |
| (2) No | <u>21</u> |
| (3) Don't know | <u>1</u> |

If yes, go to item 6--if no or don't know go to item 7.

6. Which members of your family or other persons who care for your child have participated and how?

- | | |
|--|-----------|
| (1) Mother _____ | <u>22</u> |
| (2) Father _____ | <u>14</u> |
| (3) Siblings _____ | <u>12</u> |
| (4) Grandparents _____ | <u>6</u> |
| (5) Other relative (specify) _____ | <u>3</u> |
| (6) Nonrelative babysitter _____ | <u>11</u> |
| (7) Day care center or preschool personnel _____ | <u>4</u> |
| (8) Other (Specify) _____ | <u>1</u> |
| _____ | |

7. Do you feel that you have gained anything from your participation in the program?

- | | |
|--------------------------|-----------|
| (1) Yes | <u>51</u> |
| (2) No | <u>2</u> |
| (3) Don't know | <u>1</u> |

If yes, go to item 8--if no or don't know, go to item 9.

8. What have you gained?

(1) Knowledge of my child's problems and needs	40
(2) Better feelings of acceptance of my child	23
(3) Knowledge of my child's abilities	41
(4) Better understanding of my child's behavior	26
(5) Knowledge of how to work with my child	43
(6) Better understanding of the <u>importance</u> of working with my young child . .	38
(7) Skills for working with my child	39
(8) Knowledge of services available to my child	39
(9) Better ability to cope emotionally with my child	24
(10) Other (Specify) _____	1

9. Do you think your child's participation in this program will change his opportunities for schooling, jobs and a fuller participation in life?

(1) Yes	1
(2) No	1
(3) Don't know	

10. Has the project staff provided activities for you to work with your child at home?

(1) Yes	50
(2) No	1

If yes, go to item 11--if no, go to item 16.

II. What kinds of activities were provided for you to work with your child?

(1) Language, listen and follow directions, talks better	32
(2) Motor, running, jumping, balance, finger skills, building, etc.	46
(3) Getting along with other children	14
(4) Getting along with family members	17
(5) Relating to other adults	14
(6) Self-help (eating, dressing, toilet)	23
(7) Reasoning, problem solving, thinking	17
(8) Attention	20
(9) Less negative behavior, tantrums, crying, hitting, etc.	10
(10) More positive behaviors, happy, good natured, cooperating, etc.	14
(11) Other (Specify) _____	1

12. Have you carried out the activities provided for you to work with your child?

(1) Yes	48
(2) No	4

If yes, go to item 13--if no, go to item 15.

13. How often do you carry out these activities?

(1) Daily	29
(2) At least once a week	11
(3) At least twice a month	1
(4) At least once a month	5
(5) Other (Specify) <u>277</u> _____	2

14. Has the program provided the support needed by you, such as specific instructions and materials, to carry out these activities?

(1) Yes	<u>46</u>
(2) No	<u>1</u>

15. Is there any particular reason why you don't carry out suggested activities?

(1) Don't have enough time	<u>11</u>
(2) Don't have the necessary materials	<u>2</u>
(3) Don't have sufficient information or knowledge of how to carry out the activities	<u>2</u>
(4) Don't believe they are worthwhile	<u>1</u>
(5) No particular reasons	<u>15</u>
(6) Other (Specify) _____	<u>8</u>

16. Overall, are you satisfied with the services that the project has provided to you as a parent?

(1) Yes	<u>51</u>
(2) No	<u>0</u>
(3) Don't know	<u>0</u>

17. Can you think of any ways the program might be changed to serve you as a parent better?

(1) Yes	<u>8</u>
(2) No	<u>39</u>
(3) Don't know	<u>1</u>

If yes, go to item 18.

18. In what ways could the Parent component of the program be changed?

MACOMB 0-3 REGIONAL PROJECT

PARENT QUESTIONNAIRE: SATISFACTION WITH PARENT PROGRAM

Date: 6 / 30 / 70

Interviewer: Summary of Two Years 1976-1978

Parent: N = 83

INSTRUCTIONS: Interviewer should be a trained INDEPENDENT individual who is not directly engaged in delivery of services to children.

Read question, elaborate if necessary, naming possible alternative responses. Place check mark (✓) on line opposite each response made.

Revised form taken from TADS adaptation of the parent survey in Final Report on Evaluation of H.C.E.E.P. Battelle, Columbus, 1976.

1. In what ways have you participated in the Macomb 0-3 Regional Project?

1.A. Have the following supplemental services been provided or arranged by the Project?

(1) Medical evaluation (Crippled Children's Clinic)	15
(2) Speech evaluation	26
(3) Hearing evaluation	34
(4) Vision evaluation	15
(5) Occupational therapy visits	26
(6) Physical therapy visits	5
(7) Supplemental funding information	4

2. How often do you participate in the program?

(1) At least once a week	57
(2) At least twice a month	9
(3) At least once a month	14
(4) Other (specify) _____	1

3. Do you feel that there is enough opportunity for parents to participate in the program?

(1) Yes	74
(2) No	3
(3) Don't know	3

If no, go to item 4 - if yes or don't know, go to item 5.

4. What other opportunities for participation do you think there should be?

4

- (1) _____
- (2) _____
- (3) _____

5. Have any other members of your family or other persons who care for your child participated in the program?

(1) Yes	42
(2) No	38
(3) Don't know	1

If yes, go to item 6--if no or don't know go to item 7.

6. Which members of your family or other persons who care for your child have participated and how?

(1) Mother _____	27
(2) Father _____	19
(3) Siblings _____	12
(4) Grandparents _____	12
(5) Other relative (specify) _____	6
(6) Nonrelative babysitter _____	16
(7) Day care center or preschool personnel _____	5
(8) Other (Specify) _____	2

7. Do you feel that you have gained anything from your participation in the program?

(1) Yes	76
(2) No	5
(3) Don't know	2

If yes, go to item 8--if no or don't know, go to item 9.

8. What have you gained?

(1) Knowledge of my child's problems and needs	<u>63</u>
(2) Better feelings of acceptance of my child	<u>37</u>
(3) Knowledge of my child's abilities	<u>58</u>
(4) Better understanding of my child's behavior	<u>42</u>
(5) Knowledge of how to work with my child	<u>65</u>
(6) Better understanding of the <u>importance</u> of working with my young child . .	<u>55</u>
(7) Skills for working with my child	<u>55</u>
(8) Knowledge of services available to my child	<u>55</u>
(9) Better ability to cope emotionally with my child	<u>37</u>
(10) Other (Specify) _____	_____

9. Do you think your child's participation in this program will change his opportunities for schooling, jobs and a fuller participation in life?

(1) Yes	<u>1</u>
(2) No	<u>1</u>
(3) Don't know	_____

10. Has the project staff provided activities for you to work with your child at home?

(1) Yes	<u>79</u>
(2) No	<u>1</u>

If yes, go to item 11--if no, go to item 16.

11. What kinds of activities were provided for you to work with your child?

(1) Language, listen and follow directions, talks better	53
(2) Motor, running, jumping, balance, finger skills, building, etc.	67
(3) Getting along with other children	24
(4) Getting along with family members	30
(5) Relating to other adults	28
(6) Self-help (eating, dressing, toilet)	34
(7) Reasoning, problem solving, thinking	32
(8) Attention	38
(9) Less negative behavior, tantrums, crying, hitting, etc.	18
(10) More positive behaviors, happy, good natured, cooperating, etc.	27
(11) Other (Specify) _____	2

12. Have you carried out the activities provided for you to work with your child?

(1) Yes	76
(2) No	4

If yes, go to item 13--if no, go to item 15.

13. How often do you carry out these activities?

(1) Daily	54
(2) At least once a week	11
(3) At least twice a month	1
(4) At least once a month	8
(5) Other (Specify) _____	2

14. Has the program provided the support needed by you, such as specific instructions and materials, to carry out these activities?

(1) Yes	<u>73</u>
(2) No	<u>2</u>

15. Is there any particular reason why you don't carry out suggested activities?

(1) Don't have enough time	<u>11</u>
(2) Don't have the necessary materials	<u>2</u>
(3) Don't have sufficient information or knowledge of how to carry out the activities	<u>2</u>
(4) Don't believe they are worthwhile	<u>1</u>
(5) No particular reasons	<u>16</u>
(6) Other (Specify) _____	<u>9</u>

16. Overall, are you satisfied with the services that the project has provided to you as a parent?

(1) Yes	<u>77</u>
(2) No	<u>0</u>
(3) Don't know	<u>1</u>

17. Can you think of any ways the program might be changed to serve you as a parent better?

(1) Yes	<u>12</u>
(2) No	<u>59</u>
(3) Don't know	<u>3</u>

If yes, go to item 18.

18. In what ways could the Parent component of the program be changed?

3

APPENDIX E. BABY BUGGY PAPERS

(Copies are not included in
this report. They may be obtained
upon request at the Project office.)

APPENDIX F. STAFF VITAE

VITA

Patricia L. Hutinger

I. General

Patricia L. Hutinger
Professor of Early Childhood Education
Department of Elementary Education
Western Illinois University
Macomb, Illinois 61455

Birthdate: November 24, 1932

II. Education

University of Missouri at Kansas City	B.A.	1962
University of Missouri at Kansas City	M.A.	1965
Indiana University	Ed.D.	1971

Major - Educational Psychology with specialization in human learning and cognition

Minors - Early Childhood Education in Elementary Education
Psychology (Social Psychology)

III. Professional Experience

Professor, Early Childhood Education, WIU	1977-
Associate Professor, Early Childhood Education, WIU	1974-77
Assistant Professor, Early Childhood Education, WIU	1970-73
Teaching Associate, Educational Psychology, Indiana University	1969-70
Instructor, Child Growth and Development, WIU	1966-69
Head Start teacher, consultant, WIU	1966-67
Kindergarten teacher, Bardolph, Illinois	1965
Kindergarten teacher, Raytown, Missouri	1958-64, 1954-56

Dissertation: Observational Learning: Its Effect on the Descriptive Language of Kindergarten Boys, Indiana University, 1971

IV. Professional Organizations

American Psychological Association
American Educational Research Association
Association for Childhood Education International
National Association for the Education of Young Children
Council for Exceptional Children
Association for Supervision and Curriculum Development
Pi Lambda Theta

Committees and Offices Held

- Illinois Association for Childhood Education, Vice-President representing Nursery School, 1970-72
- McDonough County Chairperson of the White House Conference on Children, 1971 to date
- ACEI Core Committee on Public Affairs, 1972-75
- Board of Directors, McDonough County Council for Child Development, (Wee Care Day Care Center) 1975 to date; Chairperson 1974-75, Vice-Chairperson 1971-74
- Board of Directors, United Way of Macomb, 1974 to present, representing Wee Care
- Member, University Advisory Committee for the Peoria 0-3 Project (Allied Agencies), 1974-75

V. Research and Grant Awards

- A. Grant award, \$30,000, 1978-79, U.S. Office of Education, Bureau of Education for the Handicapped, "0-6 Interdisciplinary Personnel Preparation," Project Director.
- B. Grant award, \$79,600, 1978-79, U.S. Office of Education, Bureau of Education for the Handicapped, "Macomb 0-3 Regional Project, Outreach," Project Director.
- C. Grant award, \$118,000, 1977-78, U.S. Office of Education, Bureau of Education for the Handicapped, Grant #G00-75-00234, Project #44 AH 70276, third year, "0-3 Rural Early Childhood Handicapped Child/Parent Service," a model rural infant project, with Dennis Edinger, Ph.D.
- D. Grant award, \$20,000, 1977-78, U.S. Office of Education, Bureau of Education for the Handicapped, "0-6 Interdisciplinary Personnel Preparation," Project Director.
- E. Grant award \$1700, Western Illinois University Research Council, "The Relationship between Parent-Child Interaction and Child Developmental Gains as a Result of Participation in a High Risk/Handicapped Infant Project," 1977-78.
- F. Grant award, \$120,000, 1976-77, U.S. Office of Education, Bureau of Education for the Handicapped, Grant #G00-75-00234, Project #44 AH 50417, second year, "0-3 Rural Early Childhood Handicapped Child/Parent Service, a model rural infant project, with Dennis Edinger, Ph.D.
- G. Grant award, \$64,980, 1975-76, U.S. Office of Education, Bureau of Education for the Handicapped, Grant #G00-75-00234, Project #44 AH 50417, for "0-3 Rural Early Childhood Handicapped Child/Parent Service," a model infant project. Planning year of a three-year project. Project Co-director with Dennis Edinger, Ph.D.
- H. Grant award, \$1725, WIU Research Council, "The Effects of Time Lag on the Descriptive Language of Three-, Four-, and Five-year-old Children," 1972.

- I. Grant award, \$1900, WIU Research Council, "Varied Models in an Observational Learning Situation: Their Effect on the Descriptive Language of Five-year-old Children," 1972.
- J. Grant award, \$2150, WIU Research Council, with Elizabeth Kaspar, "The Effects of Adult Verbal Modeling on Use of Connectors in the Oral Language of Kindergarten Children," 1971.
- K. Grant award, from \$40,000 to \$50,000 per year, federal funding to operate a day care center from the McDonough County Council for Child Development. Wrote the initial proposal and was instrumental in securing funding for the center which is in a low-income housing project. The initial proposal was written in 1971, funding began in 1972 and has continued to present.
- L. Coordinator for area interviews, "An Empirical Study to Aid in Formulating Educational Goals," by John D. Flanagan and Darlene Russ-Eft, 1975.
- M. Consultant, Children's Television Workshop study on the effects of "Electric Company" on preschool children. Study conducted by Dr. Natalie Sproull, June-September, 1975.
- N. With P. Hutingger, developed and administered 119-item questionnaire to 500 adult swimmers, ages 25-65 at national meet, Ft. Lauderdale, Spring, 1975.
- O. Consultant on an exploratory videotape study concerning adult verbal modeling by Head Start teachers, conducted by Dr. Thelma Boca, supported by a Western Illinois University Research Council Grant, 1974.

VI. Publications

- A. With P. Donsbach, et.al., Have Wagon: Will Travel, Sharing Centers for Rural Handicapped Infants, Toddlers, and Their Parents. Western Illinois University Press, 1977.
- B. With N. McKee, "Baby Buggy: A Symbol for Marketing Dissemination Materials," WESTAR Newsletter, May-June, 1978.
- C. With P. Donsbach, et.al., Your House or Ours, Home Visits for Rural Handicapped Infants, Toddlers, and Their Parents. Western Illinois University Press, 1978.
- D. With P. Donsbach, et.al., Macomb 0-3 Regional Project Training Manual. Western Illinois University Press, 1978.
- E. "Language Development: It's Much More Than a Kit," Day Care and Early Education, Spring, 1978.
- F. "The Role of Parents in the Education of Young Children: Implications for the Elementary Schools," Timely Issues in Education, Summer, 1977.
- G. "The Macomb 0-3 Regional Project: A Rural Child/Parent Service," Cycles, March-April, 1976, pp. 6-7.

- H. Compiled and edited You Can Make It: You Can Do It - A Group of Toys and Games to Make for Little Children, 78 pages, Spring, 1976.
- I. With P. Hutinger, "Why We Swim: Results of a Questionnaire," Swim Master, July-August, 1976.
- J. "Play: Does It Really Belong in Early Childhood Programs?" Timely Issues in Education, No. 5, 1975.
- K. With Terri Bruce, "The Effects of Adult Verbal Modeling and Feedback on the Oral Language of Head Start Children," American Educational Research Journal, November, 1971, 611-622, referenced.
- L. "What About Reading in the Kindergarten?" Illinois Journal of Education, 61: 42-46, March, 1970.

VII. Papers and Presentations

- A. Presenter - Special Education Early Childhood Training Seminar, Champaign, IL - April, 1978.
- B. "Language Development in Young Children," Illinois Office of Education statewide workshop on Early Education, 1977.
- C. "Early Intervention: Work with Handicapped and High Risk Infants (0-3 years) and Their Parents," Midwest Association for the Education of Young Children, 1977.
- D. "A Comparison of Similarities and Differences of Service Delivery Systems to Rural Preschool Handicapped Children - The Macomb 0-3 Regional Project," American Association on Mental Deficiency, 1976.
- E. "The Essential Ingredient," Illinois Office of Education statewide workshop on Early Education, 1976.
- F. "Play: The Essential Ingredient," Illinois Association for Childhood Education, 1975.
- G. "Language Development: It's More Than a Kit," Illinois Child Care Association, 1975.
- H. "The Effects of Adult Verbal Modeling and Feedback on the Oral Language of Head Start Children," American Educational Research Association, New York, 1971.
- I. Invited participant, Governor's Conference on Day Care, 1971.
- J. "Importance of Kindergarten," workshop in Early Childhood Education at Illinois State University, 1969.
- K. "What to Do with Kindergartens," workshops in Early Childhood Education for school districts establishing kindergartens, 1969.
- L. "What's New in Books for Young Children," Missouri Kindergarten Teacher Meeting, March, 1960.

VIII. Activities

- A. Reader for Bureau of Education for the Handicapped HCEEP proposals, 1977.

- B. Coordinator, Early Childhood/Early Childhood Handicapped Conferences, 1975 and 1976 at Western Illinois University.
- C. Consultant, Appalachia Educational Laboratory, Inc., 1975-76. Wrote and developed preschool curriculum materials and developmental adaptations for 3, 4, and 5-year-olds; coordinated field testing with preschool sites in the surrounding area, including preschool handicapped rooms.
- D. Consultant, evaluation of Moline, Illinois, kindergartens, 1973.
- E. Chairperson, North Central Association evaluation team of Elementary School #144 in Markham, Illinois (the first Illinois elementary district to undergo an NCA visit), for District Developmental Center which housed children from age 4 to third graders. Wrote final report, 1976.
- F. Wrote proposal for the Early Childhood certification entitlement program; approved by Illinois Office of Education, Board of Education, 1976.
- G. Wrote proposal for an Early Childhood major program at the undergraduate level approved by all University Committees and Board of Governors in 1974.
- H. Developed and implemented an experimental Early Childhood teacher training program which integrated curriculum and practica experiences, in 1972-73. Served as coordinator of the program, working with faculty from elementary education methods courses, educational foundations, and library science. Students combined course work with experiences in Early Childhood classrooms each day for three quarters. The program has been continued and is in its sixth year during the 1977-78 school year.
- I. Developed and implemented 28 quarter hours of graduate coursework in Early Childhood (at Masters level) for WIU, beginning in 1971.

IX. Honors

- A. College of Education Dean's award for contributions to the college, 1977.
- B. College of Education nominee for University Distinguished Professor Award, 1976.
- C. Listed in Who's Who of American Women, 1975, 9th edition; 1976, 10th edition; 1977, 11th edition; World Who's Who of Women, 3rd edition; Outstanding Educators, 1972.

VITA

Name: Dennis L. Edinger, Ph.D., FAAMD

Birthdate: March 18, 1943

Marital Status: Married--Judith Anne Pisarek Edinger

Children: None

Education:

The Johns Hopkins School of Medicine	Certificate	1970
Major: Experimental Child Psychology	in Pediatrics	
University of Florida	Ph.D.	1969
Major: Special Education (MR, LD)		
Minor: Experimental Psychology		
University of Florida	M.Ed.	1967
Major: Special Education (MR, LD, ED)		
Minor: General Psychology		
University of Northern Colorado	B.A. (Honors)	1966
Major: Special Education (MR)		
Minor: Social Science (Distributive)		

Professional Experience:

Associate Professor, Department of Special Education Western Illinois University (Assistant, 1972-76)	1972-
Director of Psychology Sunland Training Center at Miami	1970-72
Post-doctoral Fellow (Children's Bureau) The Johns Hopkins School of Medicine	1969-70
Pre-doctoral Fellow (NDEA-Research) University of Florida	1966-69
Research Assistant Kansas University Medical Center	1967

Research Training and Experience:

Conditioning Histories in Children with H. Weiner St. Elizabeth's Hospital, Washington, D.C.	1970
Operant Conditioning of Speech and Language with P.W. Drash, The Johns Hopkins School of Medicine	1969-70
Human Operant Conditioning and Precision Teaching with H. S. Pennypacker and W. D. Wolking, University of Florida	1967-69

Research Training and Experience continued-

Human Operant Conditioning and Precision Teaching with O.R. Lindsley, Kansas University Medical Center	1967
Auditory Discrimination with G.S. Hasterok University of Florida	1966-67

Professional and Learned Society Memberships:

Illinois Association on Mental Deficiency (Fellow)	1975-
American Association for the Education of Severely and Profoundly Handicapped (Member)	1975-
American Association for Learning Disabilities (Member)	1973-
Federation of American Scientists (Member)	1973-
American Academy of Political and Social Science (Member)	1973-
Phi Delta Kappa (Member)	1973-
American Association of University Professors (Member)	1972-
Illinois Federation of Teachers (Member)	1972-
American Psychological Association (Member)	1972-
National Association for Retarded Citizens (Member)	1969-
The Johns Hopkins Medical and Surgical Association (Member)	1969-
American Association for the Advancement of Science (Member)	1969-
American Federation of Teachers (Member)	1966-
American Association on Mental Deficiency (Fellow)	1965-
Council for Exceptional Children (Member)	1964-69, 1975-
Council for Administrators of Special Education	1975-
Division on Mental Retardation	1975-
Division of Early Childhood	1975-

Offices Held in Professional Organizations:

Illinois Association on Mental Deficiency (Executive Board, 1975-; Chairman, Research Committee, 1975-)	1975-
Illinois Federation of Teachers (Member, Special Advisory Committee on Special Education)	1975-
Western Federation of University Professors (Executive Committee, 1972-; Membership Chairman, 1974-)	1972-
Council for Exceptional Children (University of Florida chapter Vice-President)	1967-69

Consultations:

Western Illinois Association, Galesburg, IL	1975-
West Central Illinois Special Education Cooperative, Macomb, IL	1974-75
Warren Achievement Schools, Monmouth, IL	1974-75
Hamilton Middle School, Hamilton, IL	1974
Rock Ridge Public Schools, Taylor Ridge, IL	1973
Project HEP-PREP (OEO), North Carolina A&T University, Greensboro, N.C.	1971-72
Behavioral Research Company, Baltimore, MD	1971-72
Fort Lauderdale Detention Center for Boys, FL	1971-72
Veterans Administration Hospital, Miami, FL	1971-72
Baltimore Public Schools, Baltimore, MD	1970
Sunshine School, Florida Association for Retarded Children, Gainesville, FL	1967-69
Alachua County Public Schools, Gainesville, FL	1968

Committees:

Board of Governors, State Colleges and Universities Collective Bargaining Conference	1974
Area Health Education System-IB, Peoria School of Medicine, University of Illinois	1973-

Committees continued-

Allied Agencies University Committee, Peoria, IL	1974-
Illinois Federation of Teachers Advisory Committee on Special Education	1974-
Advisory Committee, Hospital Improvement Program Grant, Sunland Training Center, Miami, FL	1970-72
Research Committee, Division of Retardation, State of Florida	1970-72
Southeastern Region State/Federal Institutional Research Conference (Arrangements Chairman), Miami, FL	1970

Community Services:

McDonough Trades and Labor Council	1973-
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Workshops:

Special Education Workshop on Intelligence Testing (Participant)	1975
"It Works with Little Children", I and II (A national level conference held at Western Illinois University--co-coordinator, participant, and evaluator).	1975 (I) 1976 (II)
SpEd 533S/ElEd 533E, Early Childhood, Early Childhood Handicapped Workshop (A team-taught workshop in early childhood/early childhood handicapped, prepared each year in the absence of specific state guidelines for teachers teaching in or preparing to teach in this new field created by legislative mandate.)	1973-74-75
Southeastern Regional State/Federal Institutional Research Conference (Arrangements Chairman, Participant), Miami, FL	1970

Papers Presented:

National American Association on Mental Deficiency, Chicago, IL (Scheduled to chair panel and present paper on: "Delivery Strategies in Early Childhood Handicapped"; Scheduled to present paper on: "A Mobile Services Delivery Unit for Use in Rural Areas.")	1976
HEW/BEH HEECP Project Directors Conference, Asheville, N.C. (attended as invited guest)	1975

Papers Presented continued-

- National Association for Learning Disabilities,
Detroit, MI (recruited staff for Western Illinois
University) 1975
- Illinois Council for Exceptional Children, Chicago, IL
("Advanced Precision Teaching Techniques") 1973
- National American Association on Mental Deficiency,
Houston, TX (chaired panel: "Juvenile Delinquency";
presented paper: "Managing Delinquent Behavior in the
Institutional Setting") 1971
- Southeastern Psychological Association, Miami, FL
("Precision Teaching Applied to the Administration and
Program Accountability in an Institution for the Retarded")

Awards:

- Listed in: Compendium of Outstanding Teachers of
Exceptional Children, Academic Press (in press) 1976
- Fellow, American Association on Mental Deficiency.
International Recognition. 1975
- American Legion Participation Award, Miami, FL
Local Recognition. 1971
- Post-doctoral Fellowship (Children's Bureau, HEW),
The Johns Hopkins University School of Medicine.
National Recognition. 1969
- NDEA IV Research Fellowship, University of Florida 1966-69
- Semi-finalist, Rhodes Scholarship Competition
(Oxford University, UK) 1966

Grants:

- "0-3 Rural Early Childhood Handicapped Child/Parent
Service," HEW/BEH Grant #G00-75-00234, Project
#44AH50417, \$64,980 (First year). Co-Director with
Dr. Patricia Huting. Three years. 1975
- Second year renewal of HEW/BEH Grant #G00-75-00234
#44AH60402, \$120,000. Co-Director with Dr. Patricia Huting. 1976
- Year three is estimated at \$120,000. The grant may be continued
to seven years by submitting an "Outreach" proposal for
Year Four. This is considered a new grant.

Grants continued-

- "Adjustment Cottages at Sunland Training Center at Miami,"
Title I, Part C, P.L. 88-164 HEW/Florida Project
#FLA-MR-19, \$238,128. With Arnold Cortazzo, Superintendent) 1971
- "Multiple Stimulus Discrimination in Dyslexic Children,"
Florida Educational Research and Development Council,
\$500 (equipment only) - one year 1969
- "A Free Operant Analysis of Reading Performance in Reading
Disabled Children," Florida Educational Research and
Development Council, \$2000--one year 1968

Publications:

- "Precise Communication Aids Reality Acceptance,"
The Pointer, Vol. 20, No. 3, Spring, 1976. 1975
- "The Generalization Effects of Time Out as a Consequence,"
Scientia Paedagogica Experimentalis, Vol. X, No. 1, pp. 38-45. 1973
- A Free Operant Analysis of Reading Performance in
Reading Disabled Children. Doctoral dissertation,
University of Florida, 1969. Copyright, 1970. 152 pages. 1969
- Psychometric Descriptions of Intelligence. Unpublished
bachelor's thesis, University of Northern Colorado. 30 pages 1966

Publications in Preparation:

- "Applying Free Operant Methods (Precision Teaching)
in Classroom Curriculum Research," (in revision),
Florida Educational Research and Development Monograph
- "Multimodal Curriculum Materials and Intra-Individual
Differences,"
- "The Use of an Adjusting DRL Contingency in the Control
of a Hyperactive Child"*

*Prepublication manuscripts available on request.

Military Service:

U.S. Army, Army Intelligence and Security,
National Security Agency,
79th Special Operations Unit-Alaska;
12th Army Security Agency Field Station-Japan.
Sp/4, Good Conduct Medal, Presidential Unit Citation,
Honorable Discharge, 1967.

VITA

DIANA L. BARTNICK

310 Jamestown Rd.
Macomb, Illinois 61455
833-4401

PERSONAL DATA

Born: August 13, 1943
Married
Two Children:
 Amy, born May 31, 1971
 Allison, born January 8, 1976
Health: Excellent

PRESENT POSITION

Child Development Specialist

Macomb 0-3 Rural Early Childhood
 Handicapped Child/Parent Service
 (federally funded grant)
Western Illinois University
Macomb, Illinois 61455

EDUCATIONAL DATA

Bachelor of Science Degree, Ball State University, Muncie, Indiana
March, 1965. Major: Elementary Education with kindergarten
specialization.

Masters of Art in Education, Ball State University, Muncie, Indiana.
August, 1968. Major: Elementary Education with kindergarten-
early childhood specialization.

Teaching Certifications Currently Held:

State of Illinois (certificate no. 1092155) Elementary k-9,
expires 2/6/82.

State of Indiana (certificate no. 801189) Elementary 1-8 and
kindergarten permanent-life certificate.

PROFESSIONAL EXPERIENCES

January, 1975-June, 1975

Teacher, 2nd. Grade
South Mifflin Elementary School
Columbus Public Schools
Columbus, Ohio

September, 1973-June, 1974

Teacher, Kindergarten (A.M.)
Stevenson Elementary School
Grandview Heights Public Schools
Columbus, Ohio

PROFESSIONAL EXPERIENCES (Cont.)

October, 1971-April, 1973

Project Coordinator and Teacher
Early Childhood Development Project
Preschool 3-4 year olds
Private Foundation Funded
Grandview Heights Public Schools
Columbus, Ohio

September, 1970-March, 1971

Teacher, Kindergarten
Edison Elementary School
Grandview Heights Public Schools
Columbus, Ohio

September, 1968-June, 1970

Teacher, Kindergarten
Blaine Elementary School
Muncie Public Schools
Muncie, Indiana

Developed and initiated Man in
the Kindergarten Program. Exchange
taught with 6th grade Male Teacher.

September, 1966-June, 1968

Teacher, 3rd. Grade
Blaine Elementary School
Muncie Public Schools
Muncie, Indiana

September, 1965-June, 1966

Teacher, Kindergarten
Central Valley Elementary School
Central Valley, New York

March, 1965-June, 1965

Teacher, 4th Grade
Kingsford Heights Elementary School
Kingsford Heights, Indiana

CONFERENCES

Participant - Infant Assessment and Intervention WESTAR/Model Preschool
Center for Handicapped Children Topical Conference,
Seattle, Washington, May, 1978.

WORKSHOPS:

Participant - Symposium: Special Education/Early Childhood Handicapped,
Ms. Sylvia B. Kottler, M.A., Purdue University, Lafayette, Indiana,
at Western Illinois University, Macomb, Illinois, April, 1978.

PROFESSIONALLY RELATED ACTIVITIES

- 1975-1977 Member and Childbirth Education Chairperson
The Association of Childbirth Preparation and
Family Life
- Duties and responsibilities included guest lecturing
to various organizations and college classes on
childbirth, child development, and child-rearing.
- 1976-Present Parent-Teacher Organization, University School
Member and currently President
- 1976-Present Vacation Bible School Music Director
Children's Choir Director
Trinity Lutheran Church, Macomb, Illinois

PUBLICATIONS

- Baby Book No. 4 - YOU CAN MAKE IT: YOU CAN DO IT, a group of toys
and games to make for little children, co-authored with Project
staff and consultant.
- Macomb 0-3 Regional Project, HOME VISIT TRAINING MANUAL, co-authored
with Project staff.
- Baby Buggy Book No. 1-16, CROSS-Referencing; core curriculum items
with ALPERN-BOLL, REEL, AND UZGIRIS-HUNT ITEMS, co-authored with
Project staff.
- SELECTED BIBLIOGRAPHY FOR STAFF DEVELOPMENT, Baby Buggy Paper, co-
authored with staff.

ACTIVITIES

- Training - 0-3 Regional Project, Western Illinois University, reflex
testing, motor development, working with visually and auditory
impaired infants, training film participant.

VITA

Name: Patricia M. Donsbach

Birthdate: July 18, 1950

Present Address: 408 Summers Drive
Macomb, IL 61455

Present Position: Child Development Specialist
0-3 Rural Early Childhood Parent/Child Service
Western Illinois University
Macomb, IL 61455

Education: B.S. - Western Illinois University - Honors
Major - Elementary Education
Areas of Concentration: Early Childhood, Science
Progress toward M.A. in Elementary Education (30 quarter hours)--
Special Education and Early Childhood emphases

Professional Experience:

1977-78	Child Development Specialist Supervisor of Direct Service Delivery Macomb 0-3 Regional Project Western Illinois University
1976-77	Child Development Specialist Macomb 0-3 Regional Project Western Illinois University
1975-76	Child Development Worker Macomb 0-3 Regional Project Western Illinois University
1975, summer	Substitute Teacher Wee Care Day Care Center Macomb, IL
1972-73	Director and Teacher Busy Bee Home Care Developmental Learning Center Macomb, IL

Professional Organizations:

Association for Childhood Education International
Illinois Association for Childhood Education
Council for Exceptional Children
Division of Early Childhood - subdivision of Council for Exceptional Children

Other Organizations:

Association for Childbirth Preparation and Family Life
Illinois High Risk Association

Professional Growth:

Conference Attendance:

- Head Start Conference on Integration of Handicapped-Non-Handicapped Children, Springfield, IL - November, 1977
- NAEYC Annual Conference (National Association for Education of Young Children), Chicago, IL - November, 1977.
- Oral Motor Function-Dysfunction Conference, Chapel Hill, NC - May, 1977
- Interaction, Evaluation, Procedure Conference, St. Louis, MO - April, 1977
- TADS Evaluation Conference for first and second year federally funded projects, Atlanta, GA - 1976
- PEECH conference for Early Childhood Handicapped Educators, Champaign, IL - 1976.
- TADS Demonstration-Dissemination Conference, St. Louis, MO - 1976
- Macomb 0-3 Regional Project In-Service Training Workshops
 1. Cleft Palate Disorders
 2. Cerebral Disfunction in Infancy
 3. Motor Development
 4. Diagnosis of High Risk Infants
 5. Blind Infant Intervention
 6. Infant Appraisal

Visitations:

- University of Miami Mailman Center for Child Development, Miami, Florida - May, 1977
- Portage Project, Portage, WI - May, 1976

Presentations:

- Perspectives on Parenting, ACPFL Conference - Topic: Infant Development - Western Illinois University - March, 1978
- Priorities in Early Childhood Education, Second Drive-In State Conference, Joliet Junior College, Joliet, IL - March, 1977
- Regional Annual MAEYC Conference in Wichita, KS - March, 1977
- State IAHRR Conference - Topic: Swimming and the Handicapped Child - Peoria, IL - November, 1976
- Presentations Associated with the Macomb 0-3 Regional Project (within 3-year period)
 - Community groups - 40 presentations
 - Medical community - 6 presentations
 - TV and radio interview - 4 presentations
 - Service clubs - 3 presentations

Activities and Projects:

- Consultant to Ferris School for swim program for the physically handicapped - April, 1977.
- Member of the Maternity, Infancy Task Force, Illinois Central Health Systems Agency - April, 1977.
- Assisted in organization of Early Childhood, Early Childhood Handicapped Conference, Western Illinois University - 1975, 1976.
- Development of swimming program for handicapped and high risk children for use with Macomb 0-3 Regional Project - 1975, 1976.
- Consultant to Macomb Jaycees - Topic: Development of Creative and Innovative Playgrounds - 1975.
- Design and development of wooden toys, puzzles, and learning kits for use with children 0-5 years of age - 1975.
- Coordinator of Pre-School Parent Cooperative for the child under three years of age - 1972-74.

Publications and Articles (associated with Macomb 0-3 Regional Project):

Curriculum for dissemination:

- Baby Buggy Book No. 1 - Have Wagon: Will Travel

Papers for dissemination:

- Baby Buggy Paper No. 121 - "Water Activities to Enhance Development for Handicapped and High Risk Infants," April, 1977
- Baby Buggy Paper No. 151 - "Integration of Uzgiris and Hunt Ordinal Scales (I-V) of Psychological Development with the Vort Behavioral Characteristics Progression Chart," May, 1977
- Baby Buggy Paper No. 240 - "Selected Bibliography for Parents' Reading," April, 1977
- Baby Buggy Paper No. 241 - "Selected Bibliography for Staff In-service," March, 1977

VITA

Name: Ulinda Eilers

Birthdate: December 9, 1948

Present Position: Child Development Specialist
0-3 Rural Early Childhood Handicapped Child/Parent Service
(federally funded grant - BEH)
Office, Western Illinois University
Macomb, IL 61455

Education: 1970 - 1974
Western Illinois University
Macomb, IL
B.S. in Education
Dual Majors: Special Education, Elementary Education
Four (4) Teaching Certificates (Elementary Education, Trainable
Mentally Handicapped, Educable Mentally Handicapped,
Learning Disabilities)

1976 - 1977
Western Illinois University
Macomb, IL
Course work toward Master's Degree in Elementary Education
(Early Childhood)

Honors: Graduated with Honors
Kappa Delta Pi - National Honor Society in Education

Professional Experience:

<u>Teaching:</u> 1976-1977	Child Development Specialist Macomb 0-3 Regional Project Western Illinois University Macomb, IL
Summer, 1976	Teacher - 8-year-old autistic child Macomb School District Macomb, IL
1975 - 1976	Substitute Teacher - K-8 Elementary Education and Special Education Northwestern School District Good Hope, IL
1974 - 1975	Teacher - Intermediate Resource Room Prairie City Grade School Prairie City, IL

Activities:

Presentation of Project components to ACE Conference - November 6, 1976
Presentation of Program Evaluation to BEH/IOE sponsored Special Ed/
Early Childhood Training Seminar - April 12-13, 1978

Professional Growth:

Course work - 23 hours work toward M.S. degree in Elementary Education
(Early Childhood)
Conference - Parent Infant Program, Central Institute for the Deaf
Seminar - Assessment of High Risk, Dr. T. Berry Brazelton
Workshop - Language Development, Dr. David Yoder, University of
Wisconsin
Workshop - Cardio-Pulmonary Resuscitation - Infants and Adults, Jan
Miltenberger, Western Illinois University
In-Service Training - 0-3 Regional Project, Western Illinois University -
reflex testing, motor development, cleft palate disorders,
working with visually impaired infants
Topical Workshop - Ongoing Data Collection in the Classroom, WESTAR
Symposium - Special Ed/Early Childhood Handicapped, Sylvia Kottler,
Purdue University

Professional Membership:

Council for Exceptional Children
Division of Early Childhood

Publications:

Paper for dissemination: Baby Buggy Paper No. 242 - "The Toilet Paper"
Paper for dissemination: Baby Buggy Paper No. 201 - "Working Together
to Serve Language Delayed Children"
Other dissemination papers in progress
Booklet for dissemination: Baby Buggy Book No. 1 - Have Wagon: Will
Travel - co-authored with Project staff
Booklet for dissemination: Baby Buggy Book No. 2 - Everything AND
the Kitchen Sink (Ideas for Making Toys
from Household Items)
Booklet for dissemination: Baby Buggy Book No. 3 - Your House or Ours -
Home Visits for Rural Handicapped Infants,
Toddlers, and Their Parents - co-authored
with Project staff

VITA

Name: Cathleen M. Hommel

Birthdate: July 1, 1953

Present Position: Child Development Specialist
Macomb 0-3 Rural Early Childhood Handicapped Child/Parent
Service (federally funded grant)
Western Illinois University
Macomb, Illinois 61455

Education:

1971-1975 Western Illinois University
Macomb, IL
B.S. in Education
Elementary Education Certificate

1975- Coursework toward M.S. in Elementary Education

Honors:

Kappa Delta Pi Honor Society in Education
Quarter Honors
Graduated with Honors

Professional Experience:

Sept., 1976 - July, 1977 Child Development Worker
Macomb 0-3 Rural Early Childhood
Handicapped Child/Parent Service
Western Illinois University
Macomb, IL

June - August, 1976 Part-time Teacher Aide
Macomb 0-3 Rural Early Childhood
Handicapped Child/Parent Service
Western Illinois University
Macomb, IL

June - August, 1976 Tot Lot Leader
Macomb Park District
Macomb, IL

Sept., 1975 - June, 1976	Graduate Assistant Early Childhood Department Western Illinois University Macomb, IL
Sept., 1975 - May, 1976	Volunteer Teacher Aide Macomb 0-3 Rural Early Childhood Handicapped Child/Parent Service Western Illinois University Macomb, IL
June - August, 1975	Tot Lot Aide Macomb Park District Macomb, IL

Paraprofessional Experience:

Spring Quarter, 1976	Student Teacher Wesley Day Care Center Macomb, IL
Spring Quarter, 1975	Student Teacher Lodge Grass Elementary School Crow Indian Reservation Lodge Grass, Montana
Fall Quarter, 1973	Teacher Aide Block Program Bushnell East Elementary School Bushnell, IL

Professional Organizations:

Council for Exceptional Children - Division of Early Childhood
Kappa Delta Pi

Professional Growth:

Conferences:

Participant - Infant Assessment and Intervention, WESTAR/Model Preschool
Center for Handicapped Children Topical Conference,
Seattle, Washington - May, 1978
Participant - Infant/Parent Program, Central Institute for the Deaf,
St. Louis, MO - May, 1977
Participant - "Head Start," Assessment of Early Developmental Patterns,
Janet Lemke, RPT, Clayton, MO - February, 1977

- Participant - Programming for Infants, TADS Second Conference on Infant Education, Lakeland, Florida - January, 1977
- Participant - Conference on Early Childhood/Early Childhood Handicapped, Western Illinois University, Macomb, IL - 1976
- Participant - Conference on Early Childhood Education, Joliet, IL - 1976

Workshops:

- Participant - Symposium: Special Education/Early Childhood Handicapped, Ms. Sylvia B. Kottler, M.A., Purdue University, Indiana, at Western Illinois University, Macomb, IL - April, 1978
- Participant - Topical Workshop: Ongoing Data Collection in the Classroom, WESTAR, Phoenix, Arizona - March, 1978
- Participant - Debbie Institute, University of Miami Mailman Center for Child Development, Miami, Florida - May, 1977
- Participant - Treatment of Language Disorders, Dr. David E. Yoder, University of Wisconsin, at Western Illinois University, Macomb, IL - March, 1977
- Participant - Renee Leimgruber, Registered Physical Therapist, New Jersey

Course Work:

- Toward Master of Science in Elementary Education and early childhood certificate

Activities:

- Presenter - Special Education/Early Childhood Training Seminar, Illinois Office of Education, Department of Specialized Educational Services Program Evaluation, Champaign, IL - April, 1978
- Training - 0-3 Regional Project, Western Illinois University - reflex testing, motor development, cleft palate disorders, working with visually impaired infants, infant appraisal
- Presentation of Project components to community and university classes

Publications:

- Baby Buggy Book No. 1 - Have Wagon: Will Travel - Sharing Centers for Rural Handicapped Infants, Toddlers, and Their Parents. Curriculum co-authored with Project staff.
- Baby Buggy Book No. 4 - You Can Make It: You Can Do It - a group of toys and games to make for little children. Co-authored with Project staff and consultant.

VITA

Name: Julie Longanecker

Birthdate: June 28, 1951

Present Address: 60 Lake Michael Road
Macomb, IL 61455

Present Position: Child Development Specialist
0-3 Rural Early Childhood Parent/Child Service
Western Illinois University
Macomb, IL 61455

Education:

1969-1973 Illinois State University
Normal, Illinois
B.S. in Education - Major: Special Education
Certification: Mentally Retarded
Physically Handicapped
Reimbursable Early Childhood

1976- Western Illinois University
Coursework in Early Childhood for certificate and toward
M.A. in elementary education

Professional Experience:

1973-1975 Teacher - primary E.M.H. class
Lincoln School
Monmouth, Illinois

1976- Child Development Specialist
Macomb 0-3 Regional Project
Western Illinois University

Professional Organizations:

Council for Exceptional Children

Community Organizations:

1973-1977 Jaycees Wives
1975-1977 University of Illinois Home Extension
1975-1977 Association for Childbirth Preparation and Family Life
1977- Youth Service Bureau

Professional Growth:

- C.E.C. Institute: Participant - Down's Syndrome Affective Development, Phoenix, Arizona - February, 1977
- Conference: Participant - Oral Motor Function and Dysfunction in the Infant, University of North Carolina, Chapel Hill, NC - May, 1977
- Symposium: Participant - Assessment of High Risk Infants, T. Berry Brazelton, M.D., Peoria, Illinois - March, 1977
- Conference: Participant - Parent-Infant Program, Central Institute for the Deaf, St. Louis, MO - April, 1977
- Visitation: Participant - Debbie School, University of Miami, Miami, Florida - May, 1977
- Conference: Participant - National Association for Education of Young Children, Chicago, IL - November, 1977

Activities:

- Conference: Presentation of Project Components, Joliet, Illinois - March, 1977
- In-services provided by the Project - reflex testing, motor development, cleft palate disorders, working with visually handicapped infants
- Dissemination of Project components to community service clubs, hospitals, professional helping services
- Conference: Presentation of Project components, Association for Childhood Education, Western Illinois University, Macomb, IL - October, 1977

Publications:

- Paper for dissemination: Baby Buggy Paper No. 140 - "Developmental Language Chart 0-6"
- Curriculum for dissemination: Baby Buggy Book No. 1 - Have Wagon: Will Travel - Sharing Centers for Rural Handicapped Infants, Toddlers, and Their Parents - co-authored with Project staff

VITA

Name: Nancy H. McKee

Birthdate: June 6, 1935

Present Position: Project Coordinator (Faculty Assistant, Department of Elementary Education)
Macomb 0-3 Regional Project (federally funded grant)
Western Illinois University
Macomb, Illinois 61455

Duties include coordination of Project staff activities, supervision of secretaries, dissemination, writing and editing of articles, newsletters, proposals, etc.

Education:

1955 The University of Wisconsin - Summer Session
Madison, Wisconsin

1952-1956 Fontbonne College
St. Louis, Missouri
B.A. in English
Lifetime Secondary Teaching Certificate, State of Missouri

Honors: Summa cum laude
Delta Epsilon Sigma - National Catholic Honorary Society,
1956
Who's Who in American Colleges and Universities, 1956

Professional Experience:

Teaching: Secondary teacher (English, French, Journalism)
1956-1958 Higginsville High School, Higginsville, Missouri

1960-1961 Theme grader (Teacher's Assistant) for advanced
composition course and language arts course
Wichita East High School, Wichita, Kansas

1961-1962 Substitute secondary teacher
Cape Girardeau City Schools, Cape Girardeau, Missouri

1963-1965 Secondary teacher (language arts)
St. Joseph's Academy, St. Louis, Missouri

1967-1969 Substitute teacher (language arts, social studies)
Syracuse City Schools, Syracuse, New York

Other Work Experience:

- 1965 Secretary (half-time), Department of English; also half-time secretary in Pupil Personnel Department, Syracuse University, Syracuse, New York
- 1971-1974 Secretary (half-time), Psychological Services Center, Bowling Green State University, Bowling Green, Ohio. Duties included those of secretary, receptionist, manuscript editor.
- 1975-1976 Secretary (half-time), 0-3 Regional Project, Western Illinois University, Macomb, Illinois. Duties included organization, supervision of office, editorial work.
- 1976-1977 Project Coordinator, Macomb 0-3 Regional Project.

Activities:

- Presentation of the Project with Dennis Edinger, Ph.D., as part of a panel on Infant Projects in a Rural Area, Illinois Psychological Association convention, Chicago - November 17, 1977.
- Presentation - "Program Evaluation" - BEH/IOE-sponsored Special Education Early Childhood Training Seminar, Champaign, IL - April 12-13, 1978.
- Presentation of the 0-3 Project to university classes, service organizations, physicians, County Board members, community.
- Three local radio and TV presentations of Project.
- Development (with Mrs. Patti Donsbach) of two slide/tape presentations of the 0-3 Project.
- Development (with consultant) of slide/tape presentation on home visit component of the 0-3 Project.
- Member of IOE/BEH Projects Consortium in state of Illinois, 1978.
- Representative to Macomb Interagency Council, Macomb, IL - 1976-78.
- Representative to Hancock Interagency Council, Carthage, IL - 1976-78.
- Member - Youth Services Bureau, Macomb, IL
- Member Illinois Association for Retarded Citizens

Professional Growth:

- Jan., 1976 PEECH Conference, "Alternative Approaches to Education," University of Illinois, Champaign-Urbana
- March, 1976 Participant in EC-ECH Conference, "It Works with Little Children," Western Illinois University, Macomb, IL. (Co-sponsored by Macomb 0-3 Regional Project)
- May, 1976 TADS Conference on Evaluation, Atlanta, Georgia.

Professional Growth, cont:

- Oct., 1976 TADS Conference on Dissemination, St. Louis, MO,
1976-78 Project-sponsored in-services - reflex testing, infant
resuscitation, motor development, working with
visually impaired infants.
- March, 1978 WESTAR Conference on "On-going Child Assessment,"
Phoenix, Arizona.

Professional Organizations:

Member, Phi Delta Kappa (National Education Honorary), 1976-1978.

Publications:

- "Baby Buggy: A Symbol for Marketing Dissemination Materials," by
Patricia Hutinger and Nancy McKee. WESTAR Newsletter,
Vol. 1, No. 3, May-June, 1978.
- "Using a Mobile Unit in a Rural Infant Project for Handicapped and
High Risk Children and Their Parents," by Patricia Hutinger
and Nancy McKee. Children Today, Journal of the Dept. of
Health, Education, and Welfare (in press).
- "Early Intervention through Infant Programs: State of the Art," by
Patricia Hutinger and Nancy McKee. Submitted for publication
in the summer, 1978, issue of ICEC Quarterly.
- "Staff Activities Accountability Program," by Dennis Edinger, Ph.D.,
Patricia L. Hutinger, Ed.D., and Nancy McKee. Dissemination
Baby Buggy Paper No. 152, Macomb 0-3 Regional Project,
Western Illinois University, Macomb, Illinois, June, 1977.
- "Staff Activities Accountability Program," Replication Edition, by
Nancy McKee. Dissemination Baby Buggy Paper No. 154,
Macomb 0-3 Regional Project, Western Illinois University,
Macomb, Illinois, April, 1978.
- "Toy Workshops for Parents: Bridging a Gap," by Patricia L. Hutinger,
Ed.D. and Nancy McKee. Dissemination Baby Buggy Paper
No. 201, Macomb 0-3 Regional Project, Western Illinois
University, Macomb, Illinois, March, 1977.
- "Using a Mobile Unit in a Rural Infant Project for Handicapped and
High Risk Children and Their Parents," by Patricia L. Hutinger,
Ed.D. and Nancy McKee. Dissemination Baby Buggy Paper
No. 131, Macomb 0-3 Regional Project, Western Illinois
University, Macomb, Illinois, June, 1977.

Publications, cont:

"Undifferentiated Staffing Pattern," by Ulinda Eilers and Nancy McKee. Dissemination Baby Buggy Paper No. 411, Macomb 0-3 Regional Project, Western Illinois University, Macomb, Illinois, June, 1978.

"Development of a Referral System," by Julie Longanecker and Nancy McKee. Dissemination Baby Buggy Paper No. 171, Macomb 0-3 Regional Project, Western Illinois University, Macomb, Illinois, June, 1978.

"Developing General Awareness of the Importance of Early Intervention," by Nancy McKee. Dissemination Baby Buggy Paper No. 172, Macomb 0-3 Regional Project, Western Illinois University, Macomb, Illinois, June, 1978.

VITA

Name: Kathee Ruyle Seymore

Birthdate: May 20, 1955

Present Address: 13C Country Aire
Macomb, IL 61455

Present Position: Secretary III (Transcribing)
Macomb 0-3 Regional Project
Western Illinois University
Macomb, IL 61455

Education: 1973-1977 - B.A. in Music Education, Western Illinois University
Major: Music Education with applied study in piano and voice
1977-1978 - 23 quarter hours graduate study in music

Relevant Work Experience:

April-July, 1977	Secretary II (Transcribing) - temporary Macomb 0-3 Regional Project Western Illinois University
Jan., 1975-April, 1977	Student Assistant Non-Traditional Programs Continuing Education Western Illinois University
summer, 1974	Student Worker Student Residential Programs Western Illinois University
January-August, 1973	Secretary Penman Real Estate Springfield, IL

Honors:

Alpha Lambda Delta Honor Society
Kappa Delta Pi Honor Society in Education
Graduated with honors
Talent Grant recipient in piano or voice - 1973-1977
Fellheimer Internship in music - 1976-1977

APPENDIX G. STAFF ACTIVITIES ACCOUNTABILITY
PROGRAM (SAAP) PRINT-OUTS

HOURS SPENT BY STAFF WITH EACH CONTACT

TIME X PERSON X CONTACT

7/10/73.

PAGE 2

FILE F7ASAAP (CREATION DATE = 7/10/73.)

CRITERION VARIABLE TIME DESCRIPTION OF SUBPOPULATIONS
 BROKEN DOWN BY TO TIME IN HOURS
 BY TO PERSON
 CONT CONTACT

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
FOR ENTIRE POPULATION			10337.1833	1.3222	1.6290	2.6535	(7818)
IN							
CONT	1	PATTI MUTINGER	1352.5000	1.7407	2.0917	4.3751	(777)
CONT	2	UNIVERSITY PERSONNEL	102.1667	1.9873	1.9233	3.6994	(144)
CONT	3	STATE AGENCIES	30.5833	2.0309	1.7866	3.0505	(15)
CONT	4	FEDERAL AGENCIES	91.5000	2.3462	2.8533	8.1413	(39)
CONT	5	COMMUNITY ORG.	13.9167	1.8698	2.7410	7.5490	(16)
CONT	6	CONSULTANTS	26.3333	2.1944	2.7467	7.5446	(12)
CONT	7	SUPPLIERS	3.0000	1.5000	1.7678	3.1250	(2)
CONT	8	PROF. HELP. SERV.	1.5000	1.5000	0.0000	0.0000	(1)
CONT	9	SCHOOLS	11.5833	1.2910	1.7457	3.0400	(13)
CONT	10	DAY CARE, NURSERY	8.2500	1.1786	1.9071	3.6278	(7)
CONT	11	MEDIA	2.5833	2.5833	0.0000	0.0000	(4)
CONT	12	O-6 PROJECTS	55.0000	2.7500	3.1014	9.6184	(20)
CONT	13	RELIGIOUS ORG.	1.6667	1.3333	1.2357	1.5356	(2)
CONT	14	PROJECT STAFF	304.6667	1.3724	1.5000	2.2500	(222)
CONT	15		3.3333	1.6667	0.0000	0.0000	(2)
CONT	16		2.0000	2.0000	0.0000	0.0000	(1)
CONT	17	UNIV. STUDENTS	47.5833	1.4419	1.3365	1.7462	(33)
CONT	18	ADVISORY COUNCIL	1.3333	1.6667	1.9913	3.9626	(5)
CONT	19	NOT APPLICABLE	602.5000	2.5209	2.7015	7.2980	(239)
TO							
CONT	3	NANCY MCKEE	1720.5833	1.3369	1.7989	3.2360	(1287)
CONT	1	UNIVERSITY PERSONNEL	54.0000	1.6585	1.4532	2.0504	(82)
CONT	2	STATE AGENCIES	2.4167	1.4028	1.3181	1.0112	(6)
CONT	3	FEDERAL AGENCIES	2.2500	1.2500	0.0000	0.0000	(1)
CONT	4	COMMUNITY ORG.	34.5000	1.5000	2.6775	7.1690	(23)
CONT	5	CONSULTANTS	49.2500	1.6983	2.3737	5.6346	(29)
CONT	6	SUPPLIERS	3.2500	1.5417	2.3422	5.4899	(6)
CONT	7	PROF. HELP. SERV.	56.3333	1.2803	1.7085	2.9190	(48)
CONT	8	SCHOOLS	6.0833	1.7604	1.4329	2.0544	(8)
CONT	9	DAY CARE, NURSERY	8.0000	1.0000	0.0000	0.0000	(1)
CONT	10	MEDIA	1.5000	1.5000	0.0000	0.0000	(5)
CONT	11	O-6 PROJECTS	21.5000	2.1500	2.3372	5.4827	(10)
CONT	12	PRIVATE ORG.	2.2500	1.1250	1.1768	1.3849	(2)
CONT	13	RELIGIOUS ORG.	4.8333	1.6905	1.3354	1.7828	(7)
CONT	14	PROJECT STAFF	444.6667	1.9187	1.9824	3.9292	(484)
CONT	15	FAMILIES (COLLECT.)	1.1667	1.3889	1.1273	1.2667	(3)
CONT	16		4.4167	1.4722	1.5023	2.2523	(3)
CONT	17		3.3333	1.3333	0.0000	0.0000	(1)
CONT	18		1.1667	1.5833	1.5803	2.5072	(2)
CONT	19		1.0000	1.0000	0.0000	0.0000	(1)
CONT	20		5.0000	1.5000	0.0000	0.0000	(1)
CONT	21		5.0000	1.5000	0.0000	0.0000	(1)
CONT	22		1.0000	1.0000	0.0000	0.0000	(1)
CONT	23		1.1667	1.5833	1.5803	2.5072	(2)
CONT	24		1.6667	1.6667	0.0000	0.0000	(1)
CONT	25	UNIV. STUDENTS	12.8333	1.2833	1.0666	1.1377	(10)

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HOURS SPENT BY STAFF WITH EACH CONTACT

7/10/73.

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CRITERION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
CONT	97	ADVISORY COUNCIL	4.8333	.8056	.4116	.3741	(6)
CONT	98	OTHER	14.5000	.8667	.7886	.6214	(15)
CONT	99	NOT APPLICABLE	987.0833	1.2624	2.3621	5.5796	(530)
CONT	100		.5833	.2917	.0544	.0035	(2)
IN	4	JULIE LONGANECKER	1239.5000	1.0760	1.3402	1.7961	(1152)
CONT	1	UNIVERSITY PERSONNEL	8.1667	.8167	.5757	.3315	(10)
CONT	2	STATE AGENCIES	1.1667	.1667	0	0	(1)
CONT	4	COMMUNITY ORG.	3.0000	.3000	0	0	(1)
CONT	5	CONSULTANTS	9.3333	1.5556	.9047	.8145	(6)
CONT	6	SUPPLIERS	3.5833	.7167	.6084	.3701	(5)
CONT	7	PROF. HELP. SERV.	32.0833	1.8873	2.4640	7.1076	(17)
CONT	8	SCHOOLS	4.7500	.8333	1.1815	1.4958	(3)
CONT	9	DAY CARE, NURSERY	.5000	.2500	.1179	.0139	(2)
CONT	10	MEDIA	.5000	.2500	0	0	(1)
CONT	12	PRIVATE ORG.	1.5833	.3278	.4111	.1690	(3)
CONT	14	PROJECT STAFF	227.2500	.5508	.8105	.4716	(239)
CONT	15	FAMILIES (COLLECT.)	26.7500	1.2159	.4965	.2465	(22)
CONT	18		4.4167	.8310	.3543	.1270	(7)
CONT	20		1.0000	.1000	0	0	(1)
CONT	21		4.4167	.8310	.3543	.1270	(7)
CONT	22		2.5000	.3333	.2447	.0433	(3)
CONT	26		2.5000	.2500	.5303	.2813	(2)
CONT	29		2.1667	.3528	.2691	.0724	(26)
CONT	30		15.4167	1.0112	.7084	.5023	(14)
CONT	33		5.1667	.6611	.2215	.0491	(6)
CONT	47		.6667	.3333	0	0	(2)
CONT	50		.5000	.2500	0	0	(1)
CONT	56		.5833	.2778	.0942	.0093	(3)
CONT	57		3.0000	1.0000	0	0	(3)
CONT	60		8.7500	.5147	.2444	.0723	(17)
CONT	61		18.4167	.3340	.2382	.0568	(27)
CONT	62		15.5000	.4118	.4204	.1801	(17)
CONT	63		2.5000	.3333	.2447	.0433	(3)
CONT	65		.1667	.1667	0	0	(1)
CONT	69		4.1667	.8333	.3727	.1349	(5)
CONT	70		3.5000	.5000	.3005	.0903	(7)
CONT	73		7.0833	.7043	.3342	.1130	(10)
CONT	75		.5000	.5000	0	0	(1)
CONT	76		34.5833	.8043	.3059	.0935	(43)
CONT	77		1.5000	.5000	.3536	.1250	(2)
CONT	78		2.5000	.4500	.2173	.0472	(5)
CONT	83		1.0000	.2500	.0440	.0046	(4)
CONT	84		3.5000	.8333	.2528	.0639	(6)
CONT	86		1.0000	1.0000	0	0	(1)
CONT	87		.7500	.3750	.1748	.0313	(2)
CONT	88		4.7500	.7917	.3323	.1104	(6)
CONT	89		8.9167	.5859	.3266	.1067	(13)
CONT	90		8.8333	.2778	.0962	.0093	(4)
CONT	91		2.7500	.6475	.3750	.1404	(4)
CONT	92		2.2500	.4250	.3129	.0979	(10)
CONT	94		3.8333	.8333	.1669	.0265	(10)
CONT	95		.9167	.4461	.0340	.0012	(6)
CONT	96	UNIV. STUDENTS	.4167	.4167	0	0	(1)

HOURS SPENT BY STAFF WITH EACH CONTACT

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CRITERION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
CONT	98	OTHER	18.5000	3.0833	3.2158	10.3417	(4)
CONT	99	NOT APPLICABLE	682.3333	1.2826	1.6424	2.6641	(512)
CONT	100		1.7500	.1875	.1049	.0110	(4)
CONT	102		9.0833	1.0093	.1470	.0216	(4)
CONT	106		2.6667	.6667	.4118	.0972	(4)
CONT	108		.2500	.2500	0	0	(1)
CONT	109		8.6667	4.3333	5.1854	26.8889	(2)
CONT	110		1.0000	.5000	.2357	.0556	(2)
CONT	111		2.0833	.5208	.2580	.0666	(4)
CONT	112		1.0000	.5000	0	0	(2)
CONT	115		.3333	.3333	0	0	(1)
CONT	122		3.0000	1.5000	0	0	(2)
TD	5	ULINDA EILERS	1074.0000	1.8390	2.0168	4.0673	(584)
CONT	1	UNIVERSITY PERSONNEL	1.0000	.5000	0	0	(2)
CONT	2	COMMUNITY ORG.	1.5000	.5000	0	0	(1)
CONT	3	CONSULTANTS	20.2500	5.0625	3.1250	9.7656	(4)
CONT	4	PROF. HELP. SERV.	33.0000	6.6000	3.1305	9.8000	(5)
CONT	5	SCHOOLS	1.5000	.5000	0	0	(1)
CONT	6	PROJECT STAFF	63.0000	1.3333	1.1228	1.2508	(48)
CONT	7	FAMILIES (COLLECT.)	5.7500	1.1538	1.4197	2.0156	(4)
CONT	8		16.5000	1.0313	.1250	.0156	(16)
CONT	9		17.0000	1.0000	0	0	(17)
CONT	10		11.2500	.9375	.2365	.0569	(12)
CONT	11		19.2500	1.0694	.1673	.0280	(18)
CONT	12		1.0000	.5000	0	0	(1)
CONT	13		22.2500	1.6774	.1568	.0245	(23)
CONT	14		12.5000	1.1136	.2650	.0700	(11)
CONT	15		2.0000	.5000	0	0	(2)
CONT	16		1.0000	.5000	0	0	(1)
CONT	17		27.0000	1.0000	0	0	(27)
CONT	18		3.2500	.8333	.1843	.0308	(3)
CONT	19		14.0000	1.0000	0	0	(14)
CONT	20		1.7500	.5000	0	0	(1)
CONT	21		11.0000	1.0000	0	0	(11)
CONT	22		1.7500	.5000	0	0	(1)
CONT	23	INTV. STUDENTS	1.7500	.5000	.5103	.2613	(2)
CONT	24	OTHER	80.0000	2.0000	2.6152	6.8386	(27)
CONT	25	NOT APPLICABLE	689.7500	2.1622	2.2559	5.0254	(319)
CONT	100		1.7500	.5000	0	0	(1)
CONT	104		2.0000	1.0000	0	0	(2)
CONT	105		4.5000	1.1250	.2500	.0625	(4)
CONT	117		5.0000	1.0000	0	0	(5)
TD	6	PATTI DONSRACH	1461.6667	1.5768	1.4948	2.2372	(927)
CONT	1	UNIVERSITY PERSONNEL	15.0000	.6522	.4217	.1778	(23)
CONT	2	STATE AGENCIES	12.4167	1.0347	.9689	.9387	(12)
CONT	3	FEDERAL AGENCIES	13.5000	1.1667	.9287	.8623	(13)
CONT	4	COMMUNITY ORG.	16.0000	1.6000	1.2471	1.5552	(16)
CONT	5	CONSULTANTS	13.2500	1.3250	1.4079	1.9822	(13)
CONT	6	SUPPLIERS	13.4167	1.5833	.3380	.1143	(24)
CONT	7	PROF. HELP. SERV.	28.2500	1.2841	1.0940	3.0760	(28)
CONT	8	SCHOOLS	7.1667	.7963	.6698	.2207	(7)
CONT	9	DAY CARE, NURSERY	13.1667	1.4610	2.0721	4.2937	(13)

HOURS SPENT BY STAFF WITH EACH CONTACT

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CRITERION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
CONT	10	MEDIA	5.8333	1.1667	1.0929	1.1944	(5)
CONT	11	O-A PROJECTS	4.0833	.4537	.3203	.1026	(9)
CONT	12	PRIVATE ORG.	.4167	.4167	0	0	(1)
CONT	13	RELIGIOUS ORG.	2.0000	2.0000	0	0	(1)
CONT	14	PROJECT STAFF	232.5833	1.3681	.9197	.8458	(170)
CONT	15	FAMILIES (COLLECT.)	34.3333	.9035	.5315	.2825	(38)
CONT	16		6.0833	.5530	.1836	.0337	(1)
CONT	22		8.4167	.9352	.2818	.0795	(9)
CONT	26		1.4167	.7083	.4125	.1701	(2)
CONT	28		1.0000	1.0000	0	0	(1)
CONT	38		.5833	.5833	0	0	(1)
CONT	46		8.5833	.7153	.3526	.1243	(12)
CONT	48		8.7500	.7955	.2397	.0578	(1)
CONT	49		8.5000	.5000	0	0	(1)
CONT	50		1.3333	.6667	0	0	(2)
CONT	57		1.0833	.0833	0	0	(1)
CONT	59		2.5000	.8333	.2887	.0833	(1)
CONT	62		2.6667	.6667	0	0	(1)
CONT	63		5.8333	.5833	0	0	(1)
CONT	64		.6667	.6667	0	0	(1)
CONT	67		.5833	.5833	0	0	(1)
CONT	68		.9167	.4583	.2988	.0888	(2)
CONT	70		5.0000	.5000	0	0	(1)
CONT	71		7.2500	.9063	.2652	.0703	(8)
CONT	73		1.5000	.5000	0	0	(1)
CONT	74		1.5833	.5278	.0481	.0023	(3)
CONT	75		2.0000	.6667	.3333	.1111	(6)
CONT	76		2.9167	.4861	.1335	.0178	(2)
CONT	80		1.5000	.7500	.3536	.1250	(13)
CONT	81		8.8333	.6778	.3566	.1271	(6)
CONT	88		4.6667	.7778	.2722	.0741	(4)
CONT	88		2.0833	.5208	.3359	.1128	(1)
CONT	86		1.0000	1.0000	0	0	(1)
CONT	90		1.0000	1.0000	0	0	(1)
CONT	92		3.6667	.7333	.3651	.1333	(5)
CONT	92		1.0000	1.0000	0	0	(1)
CONT	96	UNIV. STUDENTS	29.1667	.9722	.5987	.3588	(30)
CONT	97	ADVISORY COUNCIL	1.5833	1.5833	0	0	(1)
CONT	98	OTHER	25.8333	1.6146	1.7477	3.1289	(16)
CONT	99	NOT APPLICABLE	910.5000	2.1576	2.1253	4.5171	(822)
10	7	CATHY HOMMEL	1681.2333	1.0044	1.3397	1.7988	(1634)
CONT	1	UNIVERSITY PERSONNEL	57.5833	.5701	.7206	.5193	(101)
CONT	2	STATE AGENCIES	1.0000	.2000	.0456	.0021	(5)
CONT	3	FEDERAL AGENCIES	29.1667	5.8333	3.2745	10.7222	(5)
CONT	5	CONSULTANTS	36.0833	2.4056	1.9102	3.6497	(15)
CONT	6	SUPPLIERS	10.5000	.4773	.2535	.0643	(22)
CONT	7	PROF. HELP. SERV.	23.9167	1.3287	2.4960	6.2300	(18)
CONT	8	SCHOOLS	3.0000	.7500	1.0563	1.1157	(4)
CONT	9	DAY CARE, NURSERY	1.2500	.6250	.5303	.2813	(2)
CONT	11	O-A PROJECTS	11.0833	2.7708	3.8612	14.9091	(4)
CONT	12	PRIVATE ORG.	2.2500	1.1250	1.2374	1.5313	(2)
CONT	13	RELIGIOUS ORG.	1.5333	.3067	.3936	.1549	(5)
CONT	14	PROJECT STAFF	298.6833	1.0487	1.0379	1.0771	(281)

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HOURS SPENT BY STAFF WITH EACH CONTACT

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CRITERION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
CONT	15	FAMILIES (COLLECT.)	48.9167	.8291	.7968	.6349	(59)
CONT	21		26.7500	.8350	.3192	.1019	(32)
CONT	23		.3333	.3333	0	0	(1)
CONT	26		11.1667	.5317	.2952	.0871	(21)
CONT	28		21.0833	.7530	.2773	.0769	(24)
CONT	30		2.5000	.6250	.4383	.1921	(4)
CONT	34		8.1667	.8167	.2854	.0815	(10)
CONT	48		.3333	.3333	0	0	(1)
CONT	55		10.0000	.7692	.3065	.0940	(13)
CONT	57		1.5000	.7500	.3536	.1250	(2)
CONT	59		22.7500	.8426	.4572	.2090	(27)
CONT	62		.5000	.2500	.2357	.0556	(2)
CONT	63		.7500	.3750	.0589	.0035	(2)
CONT	64		23.5000	.8393	.2749	.0756	(28)
CONT	65		.4167	.4167	0	0	(1)
CONT	67		10.0000	.8333	.5401	.2917	(12)
CONT	68		14.5833	.6883	.3433	.1178	(27)
CONT	70		8.0833	.4755	.2140	.0458	(17)
CONT	72		1.0000	1.0000	0	0	(1)
CONT	74		4.7500	.3393	.3388	.1148	(14)
CONT	75		1.0000	.5000	0	0	(2)
CONT	78		29.5000	.7763	.4646	.2159	(38)
CONT	79		12.1667	.6404	.2135	.0456	(19)
CONT	80		6.6667	.6667	.3685	.1358	(10)
CONT	87		20.2500	.7500	.2812	.0791	(27)
CONT	90		2.1667	.5417	.1735	.0301	(4)
CONT	92		3.5833	.7167	.2863	.0819	(5)
CONT	93		.8333	.4167	.1179	.0139	(2)
CONT	94		1.3333	.4444	.2927	.0856	(3)
CONT	96	UNIV. STUDENTS	6.4167	.9167	.9670	.9352	(7)
CONT	98	OTHER	9.1667	1.095	1.1464	1.3142	(7)
CONT	99	NOT APPLICABLE	829.7667	1.1687	1.6706	2.7909	(710)
CONT	101		4.9167	.6146	.2986	.0892	(8)
CONT	103		7.4167	.9271	.3520	.1239	(8)
CONT	108		4.3333	.7222	.3319	.1102	(6)
CONT	108		6.0000	.6571	.2440	.0595	(7)
CONT	112		1.0000	.5000	0	0	(2)
CONT	113		.5833	.5833	0	0	(1)
CONT	115		1.0000	.5000	.4714	.2222	(2)
TD	8	JENNY SHARP	398.1667	1.0478	.9343	.8730	(380)
CONT	1	UNIVERSITY PERSONNEL	21.7500	.5724	.3718	.1382	(38)
CONT	3	FEDERAL AGENCIES	1.2500	.5000	0	0	(1)
CONT	5	CONSULTANTS	1.6667	.5856	.4194	.1759	(3)
CONT	6	SUPPLIERS	9.0000	.5294	.2747	.0755	(17)
CONT	12	PRIVATE ORG.	.0833	.0833	0	0	(1)
CONT	13	RELIGIOUS ORG.	.7500	.7500	0	0	(1)
CONT	14	PROJECT STAFF	47.0833	.7244	.5097	.2597	(65)
CONT	15	FAMILIES (COLLECT.)	1.0833	.3611	.1273	.0162	(3)
CONT	96	UNIV. STUDENTS	2.1667	.5017	.3155	.0995	(4)
CONT	98	OTHER	.4167	.2083	.0589	.0035	(2)
CONT	99	NOT APPLICABLE	313.9167	1.2815	1.0474	1.0970	(245)
TD	9	KATHEE SEYMORE	818.5833	1.3289	1.4112	1.9916	(616)

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HOURS SPENT BY STAFF WITH EACH CONTACT

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CRITERION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
CONT	1	UNIVERSITY PERSONNEL	5.6667	.2498	.5257	.2763	(21)
CONT	6	SUPPLIERS	6.9167	.4069	.6291	.4957	(17)
CONT	7	PROF. HELP. SERV.	.7500	.1250	.0456	.0021	(6)
CONT	8	SCHOOLS	.7500	.1500	.0913	.0883	(5)
CONT	10	MEDIA	.1667	.1667	.0	.0	(1)
CONT	11	O-A PROJECTS	.6667	.3333	.2357	.0556	(2)
CONT	13	RELIGIOUS ORG.	.0833	.0833	.0	.0	(1)
CONT	14	PROJECT STAFF	19.2500	.6210	.5789	.3351	(31)
CONT	15	FAMILIES (COLLECT.)	2.6667	.1569	.0651	.0042	(17)
CONT	21		.0833	.0833	.0	.0	(1)
CONT	50		.0833	.0833	.0	.0	(1)
CONT	55		.0833	.0833	.0	.0	(1)
CONT	94	UNIV. STUDENTS	.4167	.1389	.0481	.0023	(3)
CONT	97	ADVISORY COUNCIL	.0833	.0833	.0	.0	(1)
CONT	98	OTHER	1.4167	.1181	.0029	.0018	(12)
CONT	99	NOT APPLICABLE	779.5000	1.5716	1.4551	2.1172	(494)
TO	10	BARRARA HOUSE	238.5000	1.3551	1.4324	2.0519	(176)
CONT	6	SUPPLIERS	3.0833	.5972	.3433	.1178	(6)
CONT	7	PROF. HELP. SERV.	8.0000	2.0000	.0	.0	(4)
CONT	9	DAY CARE, NURSERY	1.5000	1.5000	.0	.0	(1)
CONT	14	PROJECT STAFF	4.2500	2.1250	.8839	.7813	(2)
CONT	15	FAMILIES (COLLECT.)	11.8167	.9514	.8693	.2203	(12)
CONT	16		1.0833	.6498	.5199	.2703	(4)
CONT	20		.1667	.7222	.4811	.2315	(3)
CONT	31		1.5000	1.1250	.6855	.4699	(4)
CONT	44		1.1667	.5833	.5893	.3472	(2)
CONT	46		1.0000	1.0000	.0	.0	(1)
CONT	49		1.0000	1.0000	.0	.0	(3)
CONT	50		1.5000	1.2500	.3536	.1250	(2)
CONT	70		1.5000	1.1667	.2887	.0833	(3)
CONT	72		1.5000	.5000	.0	.0	(1)
CONT	74		1.0000	1.0000	.0	.0	(1)
CONT	75		1.0000	1.0000	.0	.0	(1)
CONT	98	OTHER	1.6667	.8333	.9828	.8889	(2)
CONT	99	NOT APPLICABLE	185.1667	1.4933	1.6470	2.7127	(124)
TO	11	DIANA HARTNICK	263.3667	1.2423	1.4738	2.1719	(212)
CONT	3	FEDERAL AGENCIES	1.0000	1.0000	.0	.0	(2)
CONT	5	CONSULTANTS	7.0000	7.0000	.0	.0	(1)
CONT	11	O-A PROJECTS	5.0000	5.0000	.0	.0	(1)
CONT	14	PROJECT STAFF	43.2500	.9427	.6851	.4693	(48)
CONT	15	FAMILIES (COLLECT.)	7.0000	1.1667	.8082	.1667	(6)
CONT	20		1.5000	1.5000	.0	.0	(1)
CONT	30		5.1667	1.3917	.8207	.6736	(4)
CONT	50		1.0000	1.0000	.0	.0	(2)
CONT	70		1.0000	.5000	.1179	.0139	(2)
CONT	76		2.5900	.7222	.3849	.1481	(3)
CONT	79		2.1667	1.0000	.0	.0	(1)
CONT	81		1.0000	.3333	.3801	.1444	(6)
CONT	92		5.0000	.2000	.2619	.0686	(3)
CONT	94		.6000	.2000	.2619	.0686	(3)
CONT	95		.6000	.2000	.4802	.2306	(3)
CONT	96	UNIV. STUDENTS	4.6667	.3333	.4802	.2306	(5)

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HOURS SPENT BY STAFF WITH EACH CONTACT

7/07/03.

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CRITERION VARIABLE TIME

	VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
	CONT	99	NOT APPLICABLE	139.5833	1.8540	1.6594	2.7536	(86)
	CONT	102		5.7500	.9583	.8142	.1715	(6)
	CONT	109		2.5000	.5333	.6009	.3611	(3)
	CONT	110		8.9167	.7024	.4535	.2057	(7)
	CONT	111		1.0000	1.0000	0	0	(1)
	CONT	112		1.0000	1.0000	0	0	(1)
	CONT	115		5.1667	.6458	.3529	.1245	(4)
	CONT	117		1.0000	1.0000	0	0	(1)
ID		12	CHARLENE DISTEFANO	117.3333	1.7512	1.3882	1.9271	(67)
	CONT	1	UNIVERSITY PERSONNEL	4.5833	.6594	1.0424	1.0866	(7)
	CONT	6	SUPPLIERS	1.0833	.3611	.2406	.0579	(3)
	CONT	14	PROJECT STAFF	.3333	.1667	0	0	(2)
	CONT	15	FAMILIES (COLLECT.)	.5833	.1944	.0962	.0093	(3)
	CONT	99	NOT APPLICABLE	110.7500	2.1298	1.3029	1.6976	(52)
ID		13	KATHY NOYE	11.7500	1.9583	2.2072	4.8715	(6)
	CONT	1	UNIVERSITY PERSONNEL	.1667	.1667	0	0	(1)
	CONT	14	PROJECT STAFF	1.0000	1.0000	0	0	(1)
	CONT	99	NOT APPLICABLE	10.5833	2.8458	2.4728	6.1124	(4)

TOTAL CASES = 7818

HOURS SPENT BY STAFF IN VARIOUS LOCATIONS

7/10/73. PAGE 10

FILE F78SAAP (CREATION DATE = 7/10/73.)

TIME X PERSON X LOCATION

CRITERION VARIABLE TIME DESCRIPTION OF SUBPOPULATIONS
 BROKEN DOWN BY ID TIME IN HOURS
 BY LOC PERSON LOCATION

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
FOR ENTIRE POPULATION			10337.1833	1.3222	1.6290	2.6535	(7414)
ID	2	PATTI HUITINGER	1352.5000	1.7407	2.0917	4.3751	(777)
LOC	1	GRANT OFFICE	822.8333	1.3057	1.5081	2.2744	(477)
LOC	3	OTHER YMCA	3.1667	3.1667	0	0	(1)
LOC	7	MCDGH. CNTY COMM. BL	10.3333	1.2917	.5000	.2500	(1)
LOC	8	FULT. CNTY. COMM. BL	1.1667	1.1667	0	0	(1)
LOC	13	UNIVERSITY	75.9167	1.1679	1.2154	1.4771	(65)
LOC	14	MCDGH CNTY. OFF. BLD	1.1667	1.1667	0	0	(1)
LOC	20	HNCK. CNTY. HOSP.	3.5000	1.8333	.5774	.3333	(3)
LOC	24	CONVENTION (ILL.)	42.1667	4.2167	2.5616	6.5620	(10)
LOC	25	CONV. (OUT OF STATE)	43.3333	3.9394	2.9698	8.8194	(11)
LOC	26	BUSINESS SITE	9.0833	1.5139	.8018	.6428	(6)
LOC	28	STAFF MEMBER HOME	279.4167	2.7942	2.6145	6.8357	(128)
LOC	29	IN TRANSIT	85.5833	2.7608	2.2259	4.9545	(31)
LOC	30	NOT APPLICABLE	151.5000	7.5750	1.4980	2.2441	(20)
LOC	34	MCDGH. CNTY. DAY CAR	8.1667	1.3611	.8411	1.7074	(6)
LOC	38	DISSEM. SITE (OUT OF	14.1667	1.7708	1.8975	3.6007	(8)
ID	3	NANCY MCKEE	1720.5833	1.3369	1.7989	3.2360	(1247)
LOC	1	GRANT OFFICE	913.1667	.9130	.8335	.6946	(1005)
LOC	2	MACOMB YMCA	2.0000	2.0000	0	0	(1)
LOC	4	MCDGH. CNTY. CHURCH	.7500	.7500	0	0	(1)
LOC	6	HNCK. CNTY. CHURCH	1.0000	1.0000	0	0	(1)
LOC	7	MCDGH. CNTY COMM. BL	20.4167	1.5705	.7977	.6364	(13)
LOC	9	HNCK. CNTY. COMM. BL	1.0833	.5417	.2946	.0868	(2)
LOC	10	HOMER-MCDGH. CNTY.	2.0000	.5000	.2453	.0602	(4)
LOC	12	HOMER-HNCK. CNTY.	4.0000	.8000	.2739	.0750	(5)
LOC	13	UNIVERSITY	55.7500	1.1150	.9423	.8880	(50)
LOC	14	MCDGH CNTY. OFF. BLD	5.2500	1.3125	.6250	.3906	(4)
LOC	20	MCDGH. CNTY. HOSP.	70.1667	3.5083	3.3261	11.0629	(14)
LOC	21	MCDGH. CNTY. DR. OFF.	10.0000	1.2500	.1179	.0139	(8)
LOC	22	FULT. CNTY. DR. OFF.	.5000	.5000	0	0	(1)
LOC	23	HNCK. CNTY. DR. OFF.	1.2500	1.2500	0	0	(1)
LOC	24	CONVENTION (ILL.)	.5833	.2917	.0589	.0035	(2)
LOC	25	CONV. (OUT OF STATE)	15.0000	5.0000	2.0000	4.0000	(3)
LOC	26	BUSINESS SITE	16.0000	8.0000	0	0	(2)
LOC	27	MORILE UNIT AS SITE	9.0833	1.1354	.7753	.6011	(8)
LOC	28	STAFF MEMBER HOME	3.5000	1.7500	1.0607	1.1250	(2)
LOC	29	IN TRANSIT	57.4167	.9499	.8818	.7776	(58)
LOC	30	NOT APPLICABLE	55.5833	1.6328	1.4815	2.1949	(34)
LOC	37	DISSEM. SITE (ILL.)	437.6667	7.2944	1.7020	2.8968	(60)
LOC	38	DISSEM. SITE (OUT OF	4.2500	2.1250	1.2374	1.5313	(2)
ID	4	JULIE LONGANECKER	1239.5000	1.0760	1.3402	1.7961	(1152)
LOC	1	GRANT OFFICE	555.2500	.8676	.8595	.7387	(640)
LOC	2	MACOMB YMCA	7.5000	1.0714	.1890	.0357	(7)

HOURS SPENT BY STAFF IN VARIOUS LOCATIONS

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CRITERION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
LOC	4	MCDGH. CNTY. CHURCH	12.6667	1.5833	.1742	.0317	(8)
LOC	6	HNCK. CNTY. CHURCH	2.5000	2.5000	0	0	(1)
LOC	7	MCDGH. CNTY. COMM. RL	14.6667	1.6296	1.0334	1.0679	(9)
LOC	10	HOME-MCDGH. CNTY.	130.1667	.7524	.3381	.1143	(173)
LOC	11	HOME-FULT. CNTY.	36.1667	.8220	.2729	.0745	(44)
LOC	12	HOME-HNCK CNTY.	5.5000	.9167	.2041	.0417	(6)
LOC	13	UNIVERSITY	8.2500	1.3750	1.0590	1.1215	(6)
LOC	18	MCDGH. CNTY. HOSP.	.7500	.7500	0	0	(1)
LOC	19	FULT. CNTY. HOSP.	.3333	.3333	0	0	(1)
LOC	20	HNCK. CNTY. HOSP.	1.2500	1.2500	0	0	(1)
LOC	23	HNCK. CNTY. DR. OFF.	.6667	.6667	0	0	(1)
LOC	24	CONVENTION (ILL.)	38.6667	5.5238	3.0743	9.4742	(7)
LOC	26	BUSINESS SITE	6.0000	.7500	.5528	.3056	(8)
LOC	27	MORILE UNIT AS SITE	.7500	.7500	0	0	(1)
LOC	28	STAFF MEMBER HOME	29.0000	2.6250	2.8629	8.1964	(8)
LOC	29	IN TRANSIT	157.0000	2.2764	1.1070	1.2254	(123)
LOC	30	NOT APPLICABLE	196.0000	6.5333	1.9605	3.8637	(30)
LOC	31	MCDGH. CNTY. NURS. H	.2500	.2500	0	0	(1)
LOC	32	FULT. CNTY. NURS. HM	28.0000	.4667	.2394	.0575	(60)
LOC	34	MCDGH. CNTY. DAY CAR	6.3333	.4524	.2526	.0638	(14)
LOC	35	FULT. CNTY. DAY CAR	.3333	.3333	0	0	(1)
LOC	38	DISSEM. SITE (OUT OF	1.5000	1.5000	0	0	(1)
10	5	ULINDA EILERS	1074.0000	1.8390	2.0168	4.0673	(584)
LOC	1	GRANT OFFICE	240.0000	1.1155	1.1091	1.2301	(251)
LOC	2	MACOMB YMCA	1.0000	.0000	0	0	(1)
LOC	4	MCDGH. CNTY. CHURCH	3.5000	.5000	0	0	(1)
LOC	10	HOME-MCDGH. CNTY.	92.0000	.0000	.3669	.1346	(92)
LOC	11	HOME-FULT. CNTY.	19.7500	.0395	.1254	.0157	(19)
LOC	12	HOME-HNCK CNTY.	71.5000	.0214	.1459	.0213	(70)
LOC	13	UNIVERSITY	10.0000	.3333	3.0139	9.0833	(3)
LOC	16	HNCK. CNTY. OFF. BLD	.7500	.7500	0	0	(1)
LOC	18	MCDGH. CNTY. HOSP.	3.5000	1.1667	.5204	.2704	(3)
LOC	26	BUSINESS SITE	2.5000	.8333	.5774	.3333	(3)
LOC	27	MORILE UNIT AS SITE	.7500	.7500	0	0	(1)
LOC	28	STAFF MEMBER HOME	182.7500	4.6859	2.5057	6.2787	(39)
LOC	29	IN TRANSIT	153.0000	2.3906	1.0038	1.0077	(64)
LOC	30	NOT APPLICABLE	202.5000	7.2321	1.4948	2.8793	(28)
LOC	34	MCDGH. CNTY. DAY CAR	1.0000	1.0000	0	0	(1)
LOC	37	DISSEM. SITE (ILL.)	33.5000	6.7000	2.9049	8.4500	(5)
LOC	38	DISSEM. SITE (OUT OF	16.0000	8.0000	0	0	(2)
11	6	PATTI DONSBACH	1461.6667	1.5764	1.6944	2.8722	(927)
LOC	1	GRANT OFFICE	625.5833	1.1313	1.8374	3.3762	(553)
LOC	2	MACOMB YMCA	4.0000	.0000	0	0	(4)
LOC	4	MCDGH. CNTY. CHURCH	9.0000	1.5000	.6325	.4000	(6)
LOC	7	MCDGH. CNTY. COMM. RL	15.9167	1.1369	.5629	.3169	(14)
LOC	9	HNCK. CNTY. COMM. RL	3.7500	1.8750	.1768	.0313	(2)
LOC	10	HOME-MCDGH. CNTY.	61.0833	.8364	.3403	.1154	(73)
LOC	11	HOME-FULT. CNTY.	.6667	.6667	0	0	(1)
LOC	12	HOME-HNCK CNTY.	10.6667	.7111	.2779	.0772	(15)
LOC	13	UNIVERSITY	32.6667	1.1264	.7942	.6308	(29)
LOC	17	STATE OFFICE BLD.	1.5000	1.5000	0	0	(1)
LOC	18	MCDGH. CNTY. HOSP.	1.5833	1.5833	0	0	(1)

HOURS SPENT BY STAFF IN VARIOUS LOCATIONS

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CRITERION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
LOC	21	MCDGH. CNTY. DR. OFF	1.2500	.6250	.0549	.0035	(2)
LOC	22	FULT. CNTY. DR. OFF.	1.5433	.7917	.2946	.0868	(2)
LOC	23	CONVENTION (ILL.)	25.0000	5.0000	2.5495	6.5000	(5)
LOC	24	CONV. (OUT OF STATE)	4.0000	4.0000	0	0	(1)
LOC	25	BUSINESS SITE	14.7500	.6413	.4016	.1613	(23)
LOC	26	STAFF MEMBER HOME	19.7500	3.2917	2.6383	6.9604	(4)
LOC	27	IN TRANSIT	103.5433	1.2331	1.0304	1.0617	(84)
LOC	28	NOT APPLICABLE	315.6667	3.8281	2.0063	4.0252	(95)
LOC	29	MCDGH. CNTY. DAY CAR	3.3333	.4762	.0793	.0063	(7)
LOC	30	DISSEM. SITE (ILL.)	5.5433	2.7917	.2946	.0868	(2)
LOC	31	DISSEM. SITE (OUT OF	.7500	.7500	0	0	(1)
LOC	32	CATHY HOMMEL	1641.2333	1.0044	1.3397	1.7948	(1634)
LOC	33	GRANT OFFICE	684.3167	.7604	.8208	.6737	(900)
LOC	34	NACOMR YMCA	4.1667	.5208	.4003	.1602	(8)
LOC	35	MCDGH. CNTY. CHURCH	1.0000	1.0000	0	0	(1)
LOC	36	HNCK. CNTY. CHURCH	6.2500	1.2500	.1667	.0278	(5)
LOC	37	MCDGH. CNTY. COMM. RL	5.1667	.8611	.7354	.5407	(6)
LOC	38	HNCK. CNTY. COMM. RL	2.0000	1.0000	0	0	(2)
LOC	39	HOME-MCDGH. CNTY.	101.6667	.7210	.3072	.0943	(141)
LOC	40	HOME-HNCK. CNTY.	154.3333	.7565	.6309	.3980	(204)
LOC	41	UNIVERSITY	26.7500	.5047	.9077	.8238	(53)
LOC	42	HNCK. CNTY. OFF. BLD	2.0000	2.0000	0	0	(1)
LOC	43	HNCK. CNTY. DR. OFF.	2.4167	.4167	0	0	(1)
LOC	44	CONVENTION (ILL.)	2.3333	1.1667	.5493	.3072	(2)
LOC	45	CONV. (OUT OF STATE)	29.0000	7.2500	.9574	.9167	(8)
LOC	46	BUSINESS SITE	4.4167	.4208	.2395	.0574	(20)
LOC	47	MOBILE UNIT AS SITE	21.0833	.7809	1.4345	2.0578	(27)
LOC	48	STAFF MEMBER HOME	30.2500	.9453	1.3684	1.8726	(32)
LOC	49	IN TRANSIT	310.1667	1.8462	1.3368	1.7869	(164)
LOC	50	NOT APPLICABLE	219.0000	7.5517	1.2417	1.5419	(29)
LOC	51	MCDGH. CNTY. NURS. H	.5000	.5000	0	0	(1)
LOC	52	MCDGH. CNTY. DAY CAR	13.4167	.5367	.2647	.0701	(25)
LOC	53	DISSEM. SITE (ILL.)	3.0000	1.5000	.7071	.5000	(2)
LOC	54	DISSEM. SITE (OUT OF	16.0000	8.0000	0	0	(2)
LOC	55	JENNY SHARP	398.1667	1.0478	.9343	.8730	(380)
LOC	56	GRANT OFFICE	277.4167	.8669	.6250	.3906	(320)
LOC	57	MCDGH. CNTY. COMM. RL	.7500	.7500	0	0	(1)
LOC	58	UNIVERSITY	31.0000	1.2917	1.0126	1.0254	(24)
LOC	59	BUSINESS SITE	2.5000	.4167	.1667	.0278	(6)
LOC	60	STAFF MEMBER HOME	8.5000	2.8333	1.6073	2.5833	(3)
LOC	61	IN TRANSIT	2.0000	.8000	.0118	.0118	(5)
LOC	62	NOT APPLICABLE	76.0000	3.6190	.7891	.6226	(21)
LOC	63	KATHEE SEYMORE	818.5833	1.3249	1.4112	1.9916	(616)
LOC	64	GRANT OFFICE	700.6667	1.3270	1.3755	1.8921	(528)
LOC	65	UNIVERSITY	14.4167	.3277	.2889	.0835	(84)
LOC	66	BUSINESS SITE	1.5833	.1979	.0763	.0058	(8)
LOC	67	IN TRANSIT	2.1667	.3095	.2190	.0479	(7)
LOC	68	NOT APPLICABLE	99.7500	3.4397	1.0849	1.1770	(29)
LOC	69	BARBARA HOUCK	238.5000	1.3551	1.4328	2.0519	(176)
LOC	70	GRANT OFFICE	150.4167	1.3674	1.4731	2.1760	(110)

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HOURS SPENT BY STAFF IN VARIOUS LOCATIONS

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CRITERION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
LOC	2	MACOMR YMCA	4.2500	.8500	.2236	.0500	(5)
LOC	10	HOME-MCOGH. CNTY.	17.5833	.9769	.4257	.1812	(18)
LOC	11	HOME-FULT. CNTY.	1.5000	.5000	0	0	(1)
LOC	12	HOME-HNCK CNTY.	1.0000	.0000	0	0	(2)
LOC	13	UNIVERSITY	1.5000	.9000	.9618	.9250	(5)
LOC	21	MCOGH. CNTY. DR. OFF	8.0000	2.0000	0	0	(4)
LOC	24	BUSINESS SITE	1.5833	.5972	.3433	.1178	(6)
LOC	27	MOBILE UNIT AS SITE	1.5000	.2500	.4536	.1250	(2)
LOC	29	IN TRANSIT	1.1667	1.0648	.9109	.8297	(18)
LOC	30	NOT APPLICABLE	16.0000	8.0000	0	0	(2)
LOC	34	MCOGH. CNTY. DAY CAR	8.0000	1.3333	.2887	.0833	(3)
TO	11	DIANA HARTNICK	263.3667	1.2423	1.4738	2.1719	(212)
LOC	1	GRANT OFFICE	124.5833	1.0296	.8288	.6869	(121)
LOC	2	MACOMR YMCA	1.0000	.0000	0	0	(1)
LOC	4	MCOGH. CNTY. CHURCH	1.1667	.5833	.1179	.0139	(2)
LOC	6	HNCK. CNTY. CHURCH	2.3333	1.1667	0	0	(1)
LOC	7	MCOGH. CNTY. COMM. RL	2.5000	2.5000	0	0	(45)
LOC	10	HOME-MCOGH. CNTY.	36.3667	1.8081	.7604	.5783	(1)
LOC	11	HOME-FULT. CNTY.	1.0000	.0000	0	0	(1)
LOC	13	UNIVERSITY	1.0000	7.0000	0	0	(1)
LOC	20	HNCK. CNTY. HOSP.	1.5833	.5833	0	0	(2)
LOC	25	CONV. (OUT OF STATE)	16.0000	8.0000	0	0	(4)
LOC	28	STAFF MEMBER HOME	19.1667	2.2917	1.3769	1.8958	(23)
LOC	29	IN TRANSIT	37.0000	1.8087	2.1080	4.4435	(3)
LOC	30	NOT APPLICABLE	19.5000	6.5000	2.5981	6.7500	(5)
LOC	34	MCOGH. CNTY. DAY CAR	3.1667	.8333	.2981	.0889	(67)
TO	12	CHARLENE DISTEFFANO	117.3333	1.7512	1.3882	1.9271	(55)
LOC	1	GRANT OFFICE	88.2500	1.8045	1.2557	1.5767	(4)
LOC	13	UNIVERSITY	4.0833	1.0208	1.3235	1.7517	(2)
LOC	26	BUSINESS SITE	1.0000	.5000	0	0	(6)
LOC	30	NOT APPLICABLE	24.0000	4.0000	0	0	(5)
TO	13	KATHY NOYE	11.7500	1.9583	2.2072	4.8715	(1)
LOC	1	GRANT OFFICE	11.5833	2.3167	2.2642	5.1244	(5)
LOC	13	UNIVERSITY	.1667	.1667	0	0	(1)

TOTAL CASES = 7818

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HOURS SPENT IN EACH LOC. FOR MAJ. ACTIV. CATEG.

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FILE F78SAAP (CREATION DATE = 78/06/27.)

TIME X LOCATION X MAJOR ACTIVITY

----- DESCRIPTION OF SUBPOPULATIONS -----
 CRITERION VARIABLE TIME TIME IN HOURS
 BROKEN DOWN BY LOC LOCATION
 BY MAJCAT MAJOR ACTIVITY CATEGORIES

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
FOR ENTIRE POPULATION			10203.7667	1.3278	1.6351	2.6737	(7745)
LOC	1	GRANT OFFICE	5021.4833	1.0144	1.0510	1.1046	(4950)
MAJCAT	1	DIRECT SERVICES	12.0167	.5722	.4110	.1689	(21)
MAJCAT	2	SCREEN., ASSESS., EV	18.6667	.8116	.7526	.5664	(23)
MAJCAT	3	INTR-ORGAN. SERVICES	4557.8833	1.0059	1.0314	1.0638	(4531)
MAJCAT	4	COMMUNITY SERVICES	432.9167	1.1544	1.2464	1.6547	(375)
LOC	2	HACOMR YMCA	23.7500	.9135	.3811	.1453	(26)
MAJCAT	1	DIRECT SERVICES	20.3333	.8841	.3186	.0990	(23)
MAJCAT	3	INTR-ORGAN. SERVICES	1.4167	.7083	.4125	.1701	(2)
MAJCAT	4	COMMUNITY SERVICES	2.0000	2.0000	0	0	(1)
LOC	3	OTHER YMCA	3.1667	3.1667	0	0	(1)
MAJCAT	3	INTR-ORGAN. SERVICES	3.1667	3.1667	0	0	(1)
LOC	4	MCDGH CNTY CHURCH	30.0833	1.5833	.6230	.3881	(19)
MAJCAT	1	DIRECT SERVICES	28.0833	1.5000	.6326	.4002	(18)
MAJCAT	4	COMMUNITY SERVICES	2.0000	2.0000	0	0	(1)
LOC	6	HNCK CNTY. CHURCH	12.0833	1.3826	.4573	.2091	(9)
MAJCAT	1	DIRECT SERVICES	8.0833	1.2222	.1420	.0202	(7)
MAJCAT	4	COMMUNITY SERVICES	3.5000	1.7500	1.0607	1.1250	(2)
LOC	7	MCDGH CNTY COMM. RL	69.5000	1.3627	.7570	.5730	(51)
MAJCAT	1	DIRECT SERVICES	4.0000	.3333	.2887	.0833	(3)
MAJCAT	2	SCREEN., ASSESS., EV	4.0000	.6667	.7638	.5833	(3)
MAJCAT	3	INTR-ORGAN. SERVICES	15.8333	.9314	.5902	.3483	(17)
MAJCAT	4	COMMUNITY SERVICES	41.6667	1.4881	.6949	.4829	(24)
LOC	8	FULT. CNTY. COMM. RL	.1667	.1667	0	0	(1)
MAJCAT	3	INTR-ORGAN. SERVICES	.1667	.1667	0	0	(1)
LOC	9	HNCK CNTY. COMM. RL	6.8333	1.1389	.6251	.3907	(6)
MAJCAT	1	DIRECT SERVICES	4.0000	.3333	.5774	.3333	(3)
MAJCAT	2	SCREEN., ASSESS., EV	.3333	.3333	0	0	(1)
MAJCAT	3	INTR-ORGAN. SERVICES	.7500	.7500	0	0	(1)
MAJCAT	4	COMMUNITY SERVICES	1.7500	1.7500	0	0	(1)
LOC	10	HOMR-MCDGH. CNTY.	417.9500	.8131	.4068	.1655	(514)
MAJCAT	1	DIRECT SERVICES	362.8667	.8558	.3682	.1356	(424)
MAJCAT	2	SCREEN., ASSESS., EV	33.6667	.5025	.2647	.0701	(67)
MAJCAT	3	INTR-ORGAN. SERVICES	13.5000	1.4348	.5583	.3073	(16)
MAJCAT	4	COMMUNITY SERVICES	7.9167	1.1310	1.3131	1.7242	(7)
LOC	11	HOMR-FULT. CNTY.	57.8167	.8971	.2667	.0712	(64)
MAJCAT	1	DIRECT SERVICES	53.8833	.9401	.2366	.0560	(57)
MAJCAT	2	SCREEN., ASSESS., EV	3.8333	.5476	.2539	.0645	(7)

HOURS SPENT IN EACH LOC. FOR MAJ. ACTIV. CATEG.
CRITERION VARIABLE TIME

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VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
LOC	12	HOME-HNCK CNTY.	237.2500	.8295	.5445	.3008	(246)
MAJCAT	1	DIRECT SERVICES	203.7500	.8345	.3033	.0920	(243)
MAJCAT	2	SCREEN., ASSESS., EV	23.0000	.5750	.2247	.0505	(40)
MAJCAT	4	COMMUNITY SERVICES	10.5000	3.5000	4.3301	18.7500	(3)
LOC	13	UNIVERSITY	275.5000	.9667	1.1164	1.2463	(245)
MAJCAT	1	DIRECT SERVICES	1.5833	.5278	.4111	.1690	(3)
MAJCAT	2	SCREEN., ASSESS., EV	26.1667	1.7444	1.0669	1.1384	(15)
MAJCAT	3	INTR-ORGAN. SERVICES	188.0833	.4511	1.0275	1.0554	(221)
MAJCAT	4	COMMUNITY SERVICES	59.6667	1.2971	1.3965	1.9502	(46)
LOC	14	MCDGH CNTY. OFF. RLD	6.4167	1.2833	.5452	.2972	(5)
MAJCAT	3	INTR-ORGAN. SERVICES	1.1667	1.1667	0	0	(1)
MAJCAT	4	COMMUNITY SERVICES	5.2500	1.3125	.6250	.3906	(4)
LOC	15	HNCK. CNTY. OFF. RLD	2.0000	2.0000	0	0	(1)
MAJCAT	2	SCREEN., ASSESS., EV	2.0000	2.0000	0	0	(1)
LOC	17	STATE OFFICE RLD	1.5000	1.5000	0	0	(1)
MAJCAT	4	COMMUNITY SERVICES	1.5000	1.5000	0	0	(1)
LOC	18	MCDGH CNTY. HOSP.	45.0000	4.8737	3.4474	12.1421	(19)
MAJCAT	1	DIRECT SERVICES	1.0000	1.0000	0	0	(1)
MAJCAT	2	SCREEN., ASSESS., EV	1.0000	1.0000	0	0	(1)
MAJCAT	3	INTR-ORGAN. SERVICES	72.0000	8.0000	0	0	(9)
MAJCAT	4	COMMUNITY SERVICES	9.0000	1.1250	.6607	.4365	(4)
LOC	19	FULT. CNTY. HOSP	.3333	.3333	0	0	(1)
MAJCAT	4	COMMUNITY SERVICES	.3333	.3333	0	0	(1)
LOC	20	HNCK. CNTY. HOSP	17.3333	1.3333	.4222	.1742	(13)
MAJCAT	3	INTR-ORGAN. SERVICES	6.0833	1.5208	.7428	.6128	(4)
MAJCAT	4	COMMUNITY SERVICES	11.2500	1.2500	.1102	.0122	(9)
LOC	21	MCDGH CNTY. DR. OFF	9.7500	1.3929	.7548	.5757	(7)
MAJCAT	1	DIRECT SERVICES	2.5833	1.2917	1.0017	1.0035	(2)
MAJCAT	2	SCREEN., ASSESS., EV	2.0000	2.0000	0	0	(1)
MAJCAT	3	INTR-ORGAN. SERVICES	4.0000	2.0000	0	0	(2)
MAJCAT	4	COMMUNITY SERVICES	1.1667	.5833	.1179	.0139	(2)
LOC	22	FULT. CNTY. DR. OFF	2.8333	.9444	.3368	.1134	(3)
MAJCAT	4	COMMUNITY SERVICES	2.8333	.9444	.3368	.1134	(3)
LOC	23	HNCK. CNTY. DR. OFF.	1.6667	.4167	.1800	.0324	(4)
MAJCAT	1	DIRECT SERVICES	1.0000	.5000	.2357	.0556	(2)
MAJCAT	4	COMMUNITY SERVICES	.6667	.3333	.1179	.0139	(2)
LOC	24	CONVENTION (ILL.)	123.1667	4.5617	2.6495	7.0201	(27)
MAJCAT	3	INTR-ORGAN. SERVICES	77.8333	4.3241	2.7035	7.3087	(18)
MAJCAT	4	COMMUNITY SERVICES	45.3333	5.0370	2.6274	6.9030	(9)
LOC	25	CONV. (OUT OF STATE)	108.3333	5.4167	2.8755	8.2683	(20)
MAJCAT	3	INTR-ORGAN. SERVICES	98.3333	6.5556	2.2701	5.1534	(15)

HOURS SPENT IN EACH LOC. FOR MAJ. ACTIV. CATEG.

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CRITERION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
MAJCAT	4	COMMUNITY SERVICES	10.0000	2.0000	1.3346	1.7813	(5)
LOC	24	BUSINESS SITE	58.5000	.6500	.5327	.2837	(90)
MAJCAT	3	INTR-ORGAN. SERVICES	47.8333	.5763	.4479	.2006	(83)
MAJCAT	4	COMMUNITY SERVICES	10.6667	1.5238	.7083	.5017	(7)
LOC	27	MOBILE UNIT AS SITE	28.5833	.8662	1.3327	1.7760	(33)
MAJCAT	1	DIRECT SERVICES	1.2500	.6250	.5303	.2813	(2)
MAJCAT	3	INTR-ORGAN. SERVICES	23.5000	.8393	1.3618	1.8544	(28)
MAJCAT	4	COMMUNITY SERVICES	3.8333	1.2778	1.7085	2.9190	(3)
LOC	28	STAFF MEMBER HOME	616.2500	2.2088	2.4874	6.1871	(279)
MAJCAT	1	DIRECT SERVICES	3.4167	1.1389	.6255	.3912	(3)
MAJCAT	3	INTR-ORGAN. SERVICES	511.4167	2.1855	2.5538	6.5220	(234)
MAJCAT	4	COMMUNITY SERVICES	101.4167	2.4147	2.1768	4.7386	(42)
LOC	29	IN TRANSIT	920.9167	1.6683	1.3908	1.9348	(552)
MAJCAT	1	DIRECT SERVICES	14.3333	.5309	.4300	.1849	(27)
MAJCAT	3	INTR-ORGAN. SERVICES	900.9167	1.7665	1.3989	1.9568	(510)
MAJCAT	4	COMMUNITY SERVICES	5.6667	.9778	.1173	.0138	(15)
LOC	30	NOT APPLICABLE	1957.5833	6.0606	2.1770	4.7392	(323)
MAJCAT	2	SCREEN., ASSESS., EV	3.0000	3.0000	0	0	(1)
MAJCAT	3	INTR-ORGAN. SERVICES	1954.5833	6.0701	2.1736	4.7247	(322)
LOC	31	MCDGH. CNTY. NURS. H	.7500	.3750	.1768	.0313	(2)
MAJCAT	4	COMMUNITY SERVICES	.7500	.3750	.1768	.0313	(2)
LOC	32	FULT. CNTY. NURS. HM	28.0000	.4667	.2398	.0575	(60)
MAJCAT	1	DIRECT SERVICES	26.0833	.4830	.2430	.0591	(54)
MAJCAT	2	SCREEN., ASSESS., EV	.9167	.3056	.1735	.0301	(3)
MAJCAT	3	INTR-ORGAN. SERVICES	.5000	.5000	0	0	(1)
MAJCAT	4	COMMUNITY SERVICES	.5000	.2500	.1179	.0139	(2)
LOC	34	MCDGH. CNTY. DAY CAR	39.4167	.6462	.4518	.2041	(61)
MAJCAT	1	DIRECT SERVICES	23.8333	.5678	.2952	.0871	(42)
MAJCAT	2	SCREEN., ASSESS., EV	0.0000	.5714	.3278	.1075	(7)
MAJCAT	3	INTR-ORGAN. SERVICES	4.7500	.9500	.5701	.3250	(5)
MAJCAT	4	COMMUNITY SERVICES	6.8333	.9762	.9313	.8674	(7)
LOC	35	FULT. CNTY. DAY CARE	.3333	.3333	0	0	(1)
MAJCAT	1	DIRECT SERVICES	.3333	.3333	0	0	(1)
LOC	37	DISSEM. SITE (ILL.)	46.3333	4.2121	3.0712	9.4324	(11)
MAJCAT	3	INTR-ORGAN. SERVICES	35.2500	5.8750	3.3006	10.8937	(6)
MAJCAT	4	COMMUNITY SERVICES	11.0833	2.2167	.9159	.8389	(5)
LOC	38	DISSEM. SITE (OUT OF	73.5833	3.6792	3.1781	10.1003	(20)
MAJCAT	3	INTR-ORGAN. SERVICES	8.1667	1.3611	.9968	.9935	(6)
MAJCAT	4	COMMUNITY SERVICES	65.4167	4.6726	3.2920	10.8370	(14)

TOTAL CASES = 7818
MISSING CASES = 73 OR .9 PCT.

HOURS SPENT W/ CONTACTS IN MAJ. ACTIV. CATEG.

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FILE F78SAAP (CREATION DATE = 78/06/27.)

TIME X CONTACT X MAJOR ACTIVITY

CRITERION VARIABLE		DESCRIPTION OF SUBPOPULATIONS					
BROKEN DOWN BY		TIME IN HOURS					
BY		CONTACT					
		MAJOR ACTIVITY CATEGORIES					
VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
FOR ENTIRE POPULATION			10283.7667	1.3278	1.6351	2.6737	(7745)
CONT	1	UNIVERSITY PERSONNEL	310.0833	.7228	.7380	.5446	(429)
MAJCAT	1	DIRECT SERVICES	.8333	.4167	0	0	(2)
MAJCAT	3	INTR-ORGAN. SERVICES	263.0833	.7380	.7726	.5949	(358)
MAJCAT	4	COMMUNITY SERVICES	46.1667	.6691	.5361	.2878	(69)
CONT	2	STATE AGENCIES	47.4167	1.2478	1.3958	1.9488	(38)
MAJCAT	3	INTR-ORGAN. SERVICES	10.8333	.6373	.8196	.6718	(17)
MAJCAT	4	COMMUNITY SERVICES	36.5833	1.7421	1.5791	2.4937	(21)
CONT	3	FEDERAL AGENCIES	152.6667	2.9935	3.1255	9.7688	(51)
MAJCAT	3	INTR-ORGAN. SERVICES	123.3333	2.9365	3.2800	10.7584	(42)
MAJCAT	4	COMMUNITY SERVICES	29.3333	3.2593	2.6129	5.8220	(9)
CONT	4	COMMUNITY ORG.	68.9167	1.3513	.8934	.7941	(51)
MAJCAT	1	DIRECT SERVICES	.5833	.5833	0	0	(1)
MAJCAT	3	INTR-ORGAN. SERVICES	16.1667	.7698	.6826	.4659	(21)
MAJCAT	4	COMMUNITY SERVICES	52.1667	1.7989	.7813	.6104	(29)
CONT	5	CONSULTANTS	163.1667	2.0396	2.3150	5.3592	(80)
MAJCAT	3	SCREEN., ASSESS., EV	1.1667	.5833	.5893	.3472	(2)
MAJCAT	4	INTR-ORGAN. SERVICES	103.0000	2.1458	2.4653	6.0776	(48)
MAJCAT	4	COMMUNITY SERVICES	59.0000	1.9667	2.1370	4.5669	(30)
CONT	6	SUPPLIERS	54.3333	.5380	.4420	.1954	(101)
MAJCAT	3	INTR-ORGAN. SERVICES	54.0000	.5400	.4437	.1969	(100)
MAJCAT	4	COMMUNITY SERVICES	.3333	.3333	0	0	(1)
CONT	7	PROF. HELP. SERV.	182.7500	1.6031	2.3260	5.4101	(114)
MAJCAT	1	DIRECT SERVICES	1.3333	.4444	.1925	.3700	(3)
MAJCAT	2	SCREEN., ASSESS., EV	5.8333	1.4583	.8753	.7662	(4)
MAJCAT	3	INTR-ORGAN. SERVICES	76.3333	1.5267	2.0786	4.3207	(50)
MAJCAT	4	COMMUNITY SERVICES	99.2500	1.7412	2.6449	6.9957	(57)
CONT	8	SCHOOLS	34.8333	.8101	.6985	.4879	(43)
MAJCAT	3	INTR-ORGAN. SERVICES	19.4167	.8090	.6817	.4647	(24)
MAJCAT	4	COMMUNITY SERVICES	15.4167	.8114	.7380	.5446	(19)
CONT	9	DAY CARE, NURSERY	32.6667	1.6333	2.0427	4.1728	(20)
MAJCAT	2	SCREEN., ASSESS., EV	.1667	.1667	0	0	(1)
MAJCAT	3	INTR-ORGAN. SERVICES	19.0000	2.1111	2.8665	8.2170	(9)
MAJCAT	4	COMMUNITY SERVICES	13.5000	1.3500	2.9740	.9488	(10)
CONT	10	MEDIA	10.5833	.6615	.7126	.5078	(16)
MAJCAT	1	DIRECT SERVICES	.5000	.5000	0	0	(1)
MAJCAT	3	INTR-ORGAN. SERVICES	3.9167	.7833	1.2397	1.5368	(5)
MAJCAT	4	COMMUNITY SERVICES	6.1667	.6167	.3873	.1500	(10)

HOURS SPENT w/ CONTACTS IN MAJ. ACTIV. CATEG.

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CRITERION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
CONT	11	0-6 PROJECTS	97.3333	2.1159	2.6950	7.2628	(46)
MAJCAT	1	DIRECT SERVICES	5.0000	5.0000	0	0	(1)
MAJCAT	3	INTR-ORGAN. SERVICES	30.9167	1.8166	2.9033	8.4290	(17)
MAJCAT	4	COMMUNITY SERVICES	61.4167	2.1935	2.5961	6.7397	(28)
CONT	12	PRIVATE ORG	6.5833	2.7315	.6288	.3954	(9)
MAJCAT	2	SCREEN., ASSESS., EV	2.0000	2.0000	0	0	(1)
MAJCAT	3	INTR-ORGAN. SERVICES	3.9167	.5833	.5103	.2604	(5)
MAJCAT	4	COMMUNITY SERVICES	1.6667	.5556	.3938	.1551	(3)
CONT	13	RELIGIOUS ORG	9.8667	.5804	.5138	.2640	(17)
MAJCAT	1	DIRECT SERVICES	2.0000	.0000	.0236	.0006	(2)
MAJCAT	3	INTR-ORGAN. SERVICES	6.5000	.5417	.3584	.1256	(12)
MAJCAT	4	COMMUNITY SERVICES	3.1667	1.0556	.9179	.8426	(3)
CONT	14	PROJECT STAFF	1680.8500	1.0598	1.0491	1.1006	(1586)
MAJCAT	1	DIRECT SERVICES	7.9833	.7983	.4890	.2391	(10)
MAJCAT	2	SCREEN., ASSESS., EV	6.7500	.6750	.6227	.3878	(8)
MAJCAT	3	INTR-ORGAN. SERVICES	1556.9500	1.0482	1.0179	1.0361	(1494)
MAJCAT	4	COMMUNITY SERVICES	109.1667	1.4752	1.5633	2.4440	(74)
CONT	15	FAMILIES (COLLECT.)	135.7500	1.8328	.6858	.4708	(163)
MAJCAT	1	DIRECT SERVICES	64.0833	.6408	.8886	.2388	(54)
MAJCAT	2	SCREEN., ASSESS., EV	6.7500	.6750	0	0	(1)
MAJCAT	3	INTR-ORGAN. SERVICES	64.0833	.8222	.6805	.4631	(103)
MAJCAT	4	COMMUNITY SERVICES	1.8333	.3667	.1514	.0229	(5)
CONT	16		2.5833	.6458	.5199	.2703	(4)
MAJCAT	1	DIRECT SERVICES	2.2500	.7500	.5833	.3403	(3)
MAJCAT	3	INTR-ORGAN. SERVICES	.3333	.3333	0	0	(1)
CONT	18		10.5000	.5833	.2572	.0662	(18)
MAJCAT	1	DIRECT SERVICES	8.7500	.5833	.2440	.0595	(15)
MAJCAT	2	SCREEN., ASSESS., EV	1.7500	.5833	.3019	.1458	(3)
CONT	20		3.6667	.7333	.3837	.1472	(5)
MAJCAT	1	DIRECT SERVICES	2.0000	1.0000	0	0	(2)
MAJCAT	2	SCREEN., ASSESS., EV	1.0000	1.0000	0	0	(1)
MAJCAT	3	INTR-ORGAN. SERVICES	.6667	.3333	.2357	.0556	(2)
CONT	21		27.2500	.8015	.3421	.1170	(34)
MAJCAT	1	DIRECT SERVICES	22.0833	.9601	.1702	.0290	(23)
MAJCAT	2	SCREEN., ASSESS., EV	3.9167	.4543	.0589	.0035	(5)
MAJCAT	3	INTR-ORGAN. SERVICES	3.2500	.8063	.3995	.1596	(8)
MAJCAT	4	COMMUNITY SERVICES	1.0000	1.0000	0	0	(1)
CONT	22		10.9167	.9097	.2740	.0751	(12)
MAJCAT	1	DIRECT SERVICES	8.4167	1.0521	.1473	.0217	(8)
MAJCAT	2	SCREEN., ASSESS., EV	2.5000	.5000	0	0	(1)
MAJCAT	3	INTR-ORGAN. SERVICES	1.0000	.5000	0	0	(2)
MAJCAT	4	COMMUNITY SERVICES	1.0000	1.0000	0	0	(1)
CONT	23		.3333	.3333	0	0	(1)

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HOURS SPENT W/ CONTACTS IN MAJ. ACTIV. CATEG.

CRITERION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
MAJCAT	1	DIRECT SERVICES	.3333	.3333	0	0	(1)
CONT	24	DIRECT SERVICES	13.8333	.5533	.3070	.0943	(25)
MAJCAT	1	SCREEN., ASSESS., EV	12.0833	.5754	.2049	.0881	(21)
MAJCAT	2	INTR-ORGAN. SERVICES	1.5833	.5278	.0111	.1690	(1)
MAJCAT	3		.1667	.1667	0	0	(1)
CONT	28	DIRECT SERVICES	22.0833	.7615	.2761	.0763	(29)
MAJCAT	1	SCREEN., ASSESS., EV	20.1667	.7756	.2726	.0743	(24)
MAJCAT	2		1.9167	.6349	.3368	.1134	(1)
CONT	29	DIRECT SERVICES	22.1667	.8326	.2691	.0724	(26)
MAJCAT	1	SCREEN., ASSESS., EV	21.7500	.8700	.2592	.0672	(25)
MAJCAT	2		.4167	.4167	0	0	(1)
CONT	30	DIRECT SERVICES	48.0000	1.0732	.5333	.2844	(41)
MAJCAT	1	SCREEN., ASSESS., EV	32.5833	.9474	.1286	.0165	(33)
MAJCAT	2	INTR-ORGAN. SERVICES	7.4333	1.5667	1.3774	1.8972	(5)
MAJCAT	3	COMMUNITY SERVICES	1.5833	.7917	.8839	.7812	(2)
MAJCAT	4		2.0000	2.0000	0	0	(1)
CONT	31	DIRECT SERVICES	21.5000	1.0238	.2702	.0730	(21)
MAJCAT	1	SCREEN., ASSESS., EV	20.1667	1.0614	.2305	.0531	(19)
MAJCAT	2	INTR-ORGAN. SERVICES	1.0000	1.0000	0	0	(1)
MAJCAT	3		.3333	.3333	0	0	(1)
CONT	33	DIRECT SERVICES	4.5000	.9000	.2236	.0500	(5)
MAJCAT	1	SCREEN., ASSESS., EV	4.0000	1.0000	0	0	(8)
MAJCAT	2		.5000	.5000	0	0	(1)
CONT	34	DIRECT SERVICES	8.1667	.8167	.2854	.0815	(10)
MAJCAT	1	SCREEN., ASSESS., EV	7.6667	.8519	.2788	.0777	(9)
MAJCAT	2		.5000	.5000	0	0	(1)
CONT	38	INTR-ORGAN. SERVICES	.9167	.3056	.2406	.0579	(3)
MAJCAT	3	COMMUNITY SERVICES	.5833	.5833	0	0	(1)
MAJCAT	4		.3333	.1667	0	0	(2)
CONT	40	DIRECT SERVICES	1.1667	.5833	.5893	.3472	(2)
MAJCAT	1		1.1667	.5833	.5893	.3472	(2)
CONT	46	DIRECT SERVICES	9.5833	.7372	.3467	.1202	(13)
MAJCAT	1	SCREEN., ASSESS., EV	4.2500	1.0417	.1021	.0104	(6)
MAJCAT	2	INTR-ORGAN. SERVICES	1.8333	.6111	.3469	.1204	(3)
MAJCAT	3		1.5000	.3750	.0833	.0069	(4)
CONT	47	DIRECT SERVICES	.6667	.3333	0	0	(2)
MAJCAT	1		.6667	.3333	0	0	(2)
CONT	48	DIRECT SERVICES	7.0833	.7083	.2643	.0698	(10)
MAJCAT	1	SCREEN., ASSESS., EV	5.5833	.6979	.2670	.0713	(8)
MAJCAT	2		1.5000	.7500	.3536	.1250	(2)
CONT	49		14.7500	.9219	.2183	.0477	(14)

HOURS SPENT W/ CONTACTS IN MAJ. ACTIV. CATEG.

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CRITERION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
MAJCAT	1	DIRECT SERVICES	14.2500	.9500	.1936	.0375	(15)
MAJCAT	2	SCREEN., ASSESS., FV	.5000	.5000	0	0	(1)
CONT	50		24.6667	.9867	.2972	.0884	(25)
MAJCAT	1	DIRECT SERVICES	21.7500	1.0875	.1863	.0347	(20)
MAJCAT	2	SCREEN., ASSESS., FV	2.8333	.7083	.2097	.0440	(4)
MAJCAT	3	INTR-ORGAN. SERVICES	.0833	.0833	0	0	(1)
CONT	52		1.0000	1.0000	0	0	(1)
MAJCAT	1	DIRECT SERVICES	1.0000	1.0000	0	0	(1)
CONT	55		10.4167	.6944	.3088	.1217	(15)
MAJCAT	1	DIRECT SERVICES	9.1667	.7639	.3195	.1021	(12)
MAJCAT	2	SCREEN., ASSESS., FV	1.1667	.5833	.3536	.1250	(2)
MAJCAT	3	INTR-ORGAN. SERVICES	.0833	.0833	0	0	(1)
CONT	56		.8333	.2778	.0962	.0093	(3)
MAJCAT	1	DIRECT SERVICES	.8333	.2778	.0962	.0093	(3)
CONT	57		28.0000	.9032	.2618	.0686	(31)
MAJCAT	1	DIRECT SERVICES	27.3333	.9425	.2161	.0467	(29)
MAJCAT	2	SCREEN., ASSESS., FV	.5000	.5000	0	0	(1)
MAJCAT	3	INTR-ORGAN. SERVICES	.1667	.1667	0	0	(1)
CONT	59		23.2500	.8417	.4395	.1932	(30)
MAJCAT	1	DIRECT SERVICES	14.8333	.9271	.2038	.0416	(16)
MAJCAT	2	SCREEN., ASSESS., FV	8.5000	.9444	.6264	.3924	(9)
MAJCAT	3	INTR-ORGAN. SERVICES	.9167	.2292	.1848	.0341	(4)
MAJCAT	4	COMMUNITY SERVICES	1.0000	1.0000	0	0	(1)
CONT	60		8.7500	.5147	.2688	.0723	(17)
MAJCAT	1	DIRECT SERVICES	8.2500	.5156	.2776	.0771	(16)
MAJCAT	2	SCREEN., ASSESS., FV	.5000	.5000	0	0	(1)
CONT	61		14.4167	.5340	.2382	.0568	(27)
MAJCAT	1	DIRECT SERVICES	14.1667	.5489	.2360	.0557	(26)
MAJCAT	2	SCREEN., ASSESS., FV	.2500	.2500	0	0	(1)
CONT	62		16.6667	.8333	.4843	.1974	(20)
MAJCAT	1	DIRECT SERVICES	15.1667	.9479	.4126	.1703	(16)
MAJCAT	2	SCREEN., ASSESS., FV	1.2500	.4167	.2500	.0625	(3)
MAJCAT	4	COMMUNITY SERVICES	.2500	.2500	0	0	(1)
CONT	63		17.0833	.9491	.3185	.1014	(18)
MAJCAT	1	DIRECT SERVICES	15.7500	1.0500	.3153	.0554	(15)
MAJCAT	2	SCREEN., ASSESS., FV	1.3333	.4444	.1273	.0162	(3)
CONT	64		28.1667	.8333	.2719	.0739	(29)
MAJCAT	1	DIRECT SERVICES	22.2500	.8900	.2366	.0560	(25)
MAJCAT	2	SCREEN., ASSESS., FV	1.9167	.4792	.2192	.0480	(4)
CONT	65		1.0000	1.0000	0	0	(1)
MAJCAT	2	SCREEN., ASSESS., FV	1.0000	1.0000	0	0	(1)
CONT	67		10.5833	.8141	.5217	.2722	(13)

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HOURS SPENT W/ CONTACTS IN MAJ. ACTIV. CATEG.

78/07/03.

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CRITERION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
MAJCAT	1	DIRECT SERVICES	7.6667	.7667	.3088	.0954	(10)
MAJCAT	2	SCREEN., ASSESS., EV	.6667	.6667	.0	.0	(1)
MAJCAT	3	INTR-ORGAN. SERVICES	2.2500	1.1250	1.4731	2.1701	(2)
CONT	68						
MAJCAT	1	DIRECT SERVICES	20.0000	.6667	.3362	.1130	(30)
MAJCAT	2	SCREEN., ASSESS., EV	16.0833	.6993	.3488	.1217	(24)
MAJCAT	3	INTR-ORGAN. SERVICES	3.6333	.6389	.2152	.0463	(6)
			.0833	.0833	.0	.0	(1)
CONT	69						
MAJCAT	1	DIRECT SERVICES	4.1667	.8333	.3727	.1389	(5)
			4.1667	.8333	.3727	.1389	(5)
CONT	70						
MAJCAT	1	DIRECT SERVICES	17.5833	.5672	.3106	.0945	(31)
MAJCAT	2	SCREEN., ASSESS., EV	15.5000	.5741	.3279	.1075	(27)
MAJCAT	3	INTR-ORGAN. SERVICES	1.5833	.5278	.2097	.0440	(3)
			.5000	.5000	.0	.0	(1)
CONT	71						
MAJCAT	1	DIRECT SERVICES	7.2500	.9063	.2652	.0703	(8)
MAJCAT	3	INTR-ORGAN. SERVICES	7.0000	1.0000	.0	.0	(7)
			.2500	.2500	.0	.0	(1)
CONT	72						
MAJCAT	1	DIRECT SERVICES	1.5000	.7500	.3536	.1250	(2)
			1.5000	.7500	.3536	.1250	(2)
CONT	73						
MAJCAT	1	DIRECT SERVICES	7.5833	.6899	.3251	.1057	(11)
MAJCAT	2	SCREEN., ASSESS., EV	6.3333	.7917	.3181	.1012	(8)
			1.2500	.4167	.1443	.0208	(3)
CONT	74						
MAJCAT	1	DIRECT SERVICES	5.5000	.3929	.3804	.1447	(14)
MAJCAT	2	SCREEN., ASSESS., EV	5.0000	.3846	.3946	.1557	(13)
			.5000	.5000	.0	.0	(1)
CONT	75						
MAJCAT	1	DIRECT SERVICES	4.0600	.6667	.2789	.0778	(6)
MAJCAT	3	INTR-ORGAN. SERVICES	3.6667	.7333	.2528	.0639	(5)
			.3333	.3333	.0	.0	(1)
CONT	76						
MAJCAT	1	DIRECT SERVICES	37.2500	.7450	.3218	.1036	(50)
MAJCAT	2	SCREEN., ASSESS., EV	34.6667	.7879	.3146	.0990	(44)
			2.5833	.4306	.1701	.0289	(6)
CONT	77						
MAJCAT	1	DIRECT SERVICES	3.0000	1.5000	.7071	.5000	(2)
MAJCAT	3	INTR-ORGAN. SERVICES	1.0000	1.0000	.0	.0	(1)
			2.0000	2.0000	.0	.0	(1)
CONT	78						
MAJCAT	1	DIRECT SERVICES	32.7500	.7443	.4502	.2026	(44)
MAJCAT	2	SCREEN., ASSESS., EV	27.0833	.7320	.3939	.1551	(37)
MAJCAT	3	INTR-ORGAN. SERVICES	3.3333	.5556	.2772	.0769	(6)
			2.3333	2.3333	.0	.0	(1)
CONT	79						
MAJCAT	1	DIRECT SERVICES	14.3333	.6515	.2324	.0540	(22)
MAJCAT	2	SCREEN., ASSESS., EV	13.0000	.6500	.1826	.0333	(20)
MAJCAT	3	INTR-ORGAN. SERVICES	1.1667	1.1667	.0	.0	(1)
			.1667	.1667	.0	.0	(1)
CONT	80						
			15.5000	.6739	.3535	.1249	(23)

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HOURS SPENT W/ CONTACTS IN MAJ. ACTIV. CATEG.

CRITERION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
MAJCAT	1	DIRECT SERVICES	14.0000	.7000	.3445	.1187	(20)
MAJCAT	2	SCREEN., ASSESS., EV	1.3333	.6667	.4714	.2222	(2)
MAJCAT	3	INTR-ORGAN. SERVICES	.1667	.1667	0	0	(1)
CONT	A1	DIRECT SERVICES	31.6667	1.9596	.1344	.0191	(33)
MAJCAT	1	SCREEN., ASSESS., EV	29.0000	1.0000	0	0	(29)
MAJCAT	2	INTR-ORGAN. SERVICES	2.3333	.7778	.1925	.0370	(3)
MAJCAT	3		.3333	.3333	0	0	(1)
CONT	A2	DIRECT SERVICES	3.2500	1.0833	.1443	.0204	(3)
MAJCAT	1		3.2500	1.0833	.1443	.0204	(3)
CONT	A3	DIRECT SERVICES	1.0000	.2500	.0680	.0046	(4)
MAJCAT	1	SCREEN., ASSESS., EV	.8333	.2778	.0481	.0023	(3)
MAJCAT	2		.1667	.1667	0	0	(1)
CONT	A4	DIRECT SERVICES	3.0833	.8405	.1716	.0294	(7)
MAJCAT	1	SCREEN., ASSESS., EV	2.1667	.5417	.1596	.0255	(4)
MAJCAT	2	INTR-ORGAN. SERVICES	.6667	.3333	0	0	(2)
MAJCAT	3		.2500	.2500	0	0	(1)
CONT	A6	SCREEN., ASSESS., EV	1.0000	1.0000	0	0	(1)
MAJCAT	2		1.0000	1.0000	0	0	(1)
CONT	A7	DIRECT SERVICES	20.2500	.7232	.2949	.0870	(24)
MAJCAT	1	SCREEN., ASSESS., EV	18.3333	.7639	.2404	.0843	(24)
MAJCAT	2	INTR-ORGAN. SERVICES	1.5000	.5000	.2500	.0625	(3)
MAJCAT	3		.4167	.4167	0	0	(1)
CONT	A8	DIRECT SERVICES	3.7500	.7500	.3536	.1250	(5)
MAJCAT	1	SCREEN., ASSESS., EV	2.7500	.9167	.3419	.1458	(3)
MAJCAT	2		1.0000	.5000	0	0	(2)
CONT	A9	DIRECT SERVICES	8.9167	.6859	.3266	.1067	(13)
MAJCAT	1	SCREEN., ASSESS., EV	7.9167	.7197	.3380	.1143	(11)
MAJCAT	2		1.0000	.5000	.2357	.0556	(2)
CONT	90	DIRECT SERVICES	23.0000	.8519	.2714	.0739	(27)
MAJCAT	1	SCREEN., ASSESS., EV	20.8333	.9054	.2504	.0627	(23)
MAJCAT	2		2.1667	.5417	.1735	.0301	(4)
CONT	91	DIRECT SERVICES	5.4167	.6771	.3520	.1239	(8)
MAJCAT	1	SCREEN., ASSESS., EV	4.0000	1.0000	0	0	(4)
MAJCAT	2	INTR-ORGAN. SERVICES	1.0833	.3611	.1273	.0162	(3)
MAJCAT	3		.3333	.3333	0	0	(1)
CONT	92	DIRECT SERVICES	16.8333	.8016	.3144	.0949	(21)
MAJCAT	1	SCREEN., ASSESS., EV	15.3333	.9020	.2452	.0601	(17)
MAJCAT	2	COMMUNITY SERVICES	1.2500	.4167	.2205	.0446	(3)
MAJCAT	3		.2500	.2500	0	0	(1)
CONT	93	DIRECT SERVICES	12.0000	.8571	.2913	.0849	(14)
MAJCAT	1	SCREEN., ASSESS., EV	11.0000	1.0000	0	0	(11)
MAJCAT	2		.8333	.4167	.1179	.0139	(2)

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HOURS SPENT W/ CONTACTS IN MAJ. ACTIV. CATEG.

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CRITERION VARIABLE TIME

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
MAJCAT	1	INTR-ORGAN. SERVICES	.1667	.1667	0	0	(1)
CONT	98		5.7667	.3604	.2083	.0434	(16)
MAJCAT	1	DIRECT SERVICES	5.0167	.3583	.2183	.0476	(14)
MAJCAT	2	SCREEN., ASSESS., EV	.7500	.3750	.1768	.0313	(2)
CONT	95		3.5167	.3907	.1958	.0383	(9)
MAJCAT	1	DIRECT SERVICES	3.5167	.3907	.1958	.0383	(8)
CONT	96		165.4167	1.1096	1.0029	1.0058	(95)
MAJCAT	1	UNIV. STUDENTS	1.7500	.8750	.5103	.2613	(2)
MAJCAT	3	DIRECT SERVICES	67.1667	1.1784	.8290	.6869	(57)
MAJCAT	4	INTR-ORGAN. SERVICES	36.5000	1.0139	1.1099	1.2319	(36)
CONT	97		19.8333	1.1410	.8743	.7643	(13)
MAJCAT	3	ADVISORY COUNCIL	2.6667	.8889	.9034	.8160	(10)
MAJCAT	4	INTR-ORGAN. SERVICES	2.1667	.7222	.7561	.5718	(3)
CONT	98		150.2500	1.7674	2.2726	5.1649	(85)
MAJCAT	1	OTHER	1.2500	.6250	0	0	(1)
MAJCAT	2	DIRECT SERVICES	3.5000	1.7500	1.7478	3.1250	(2)
MAJCAT	3	SCREEN., ASSESS., EV	12.0433	1.4708	2.4669	6.0857	(69)
MAJCAT	4	INTR-ORGAN. SERVICES	17.4167	1.3397	.9780	.9566	(13)
CONT	99		6233.0167	1.6590	1.9611	3.8460	(3757)
MAJCAT	1	NOT APPLICABLE	6.5000	.8333	.4545	.2045	(15)
MAJCAT	2	DIRECT SERVICES	28.7500	1.5972	1.2739	1.6228	(18)
MAJCAT	3	SCREEN., ASSESS., EV	5939.4333	1.6748	1.9907	3.9630	(3587)
MAJCAT	4	INTR-ORGAN. SERVICES	258.3333	1.4595	1.3729	1.8848	(177)
CONT	100		.5000	.1667	.0833	.0069	(3)
MAJCAT	1	DIRECT SERVICES	.5000	.1667	.0833	.0069	(3)
CONT	101		4.4167	.6310	.3186	.1015	(7)
MAJCAT	1	DIRECT SERVICES	4.4167	.6310	.3186	.1015	(7)
CONT	102		14.0433	1.0060	.2744	.0753	(14)
MAJCAT	1	DIRECT SERVICES	13.7500	1.0577	.2024	.0410	(13)
MAJCAT	2	SCREEN., ASSESS., EV	.3333	.3333	0	0	(1)
CONT	103		5.1667	.8611	.3825	.1463	(6)
MAJCAT	1	DIRECT SERVICES	5.0433	1.0167	.0373	.0014	(5)
MAJCAT	3	INTR-ORGAN. SERVICES	.0433	.0433	0	0	(1)
CONT	104		2.0000	1.0000	0	0	(2)
MAJCAT	1	DIRECT SERVICES	2.0000	1.0000	0	0	(2)
CONT	105		4.5000	1.1250	.2500	.0625	(4)
MAJCAT	1	DIRECT SERVICES	4.5000	1.1250	.2500	.0625	(4)
CONT	106		2.0000	.6667	.3819	.1458	(3)
MAJCAT	1	DIRECT SERVICES	1.7500	.8750	.1768	.0313	(2)
MAJCAT	2	SCREEN., ASSESS., EV	.2500	.2500	0	0	(1)
CONT	108		3.4167	.5694	.2954	.0873	(6)

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HOURS SPENT W/ CONTACTS IN MAJ. ACTIV. CATEG.
CRITERION VARIABLE TIME

7/1/07/03. PAGE 26

VARIABLE	CODE	VALUE LABEL	SUM	MEAN	STD DEV	VARIANCE	N
MAJCAT	1	DIRECT SERVICES	2.1667	.7222	.2546	.0648	(3)
MAJCAT	2	SCREEN., ASSESS., EV	1.2500	.4167	.2087	.0833	(3)
CONT	109	DIRECT SERVICES	10.5000	2.6250	3.6168	13.0810	(4)
MAJCAT	1	SCREEN., ASSESS., EV	.6667	.6667	.0000	.0000	(1)
MAJCAT	2	INTR-ORGAN. SERVICES	1.8333	.9167	.8250	.6806	(2)
CONT	110	DIRECT SERVICES	5.2500	.6563	.4397	.1933	(8)
MAJCAT	1	SCREEN., ASSESS., EV	4.3333	.8667	.4354	.1896	(5)
MAJCAT	2		.9167	.3056	.0481	.0023	(3)
CONT	111	DIRECT SERVICES	2.5833	.6458	.3494	.1221	(4)
MAJCAT	1		2.5833	.6458	.3494	.1221	(4)
CONT	112	DIRECT SERVICES	7.0000	.7778	.2635	.0694	(9)
MAJCAT	1	SCREEN., ASSESS., EV	4.5000	.9000	.2236	.0500	(5)
MAJCAT	2		2.5000	.6250	.2500	.0625	(4)
CONT	113	SCREEN., ASSESS., EV	.5000	.5000	.0000	.0000	(1)
MAJCAT	1		.5000	.5000	.0000	.0000	(1)
CONT	114	DIRECT SERVICES	5.5000	.6111	.3461	.1198	(9)
MAJCAT	1	SCREEN., ASSESS., EV	4.4167	.8833	.1624	.0264	(5)
MAJCAT	2		1.0833	.2708	.0798	.0064	(4)
CONT	115	DIRECT SERVICES	.1667	.1667	.0000	.0000	(1)
MAJCAT	1		.1667	.1667	.0000	.0000	(1)
CONT	117	DIRECT SERVICES	5.0000	1.0000	.0000	.0000	(5)
MAJCAT	1		5.0000	1.0000	.0000	.0000	(5)
CONT	122	DIRECT SERVICES	1.5000	1.5000	.0000	.0000	(1)
MAJCAT	1		1.5000	1.5000	.0000	.0000	(1)
TOTAL CASES =	73	OR					
MISSING CASES =							

.9 PCT.

APPENDIX H. ADVISORY COUNCIL

AGENDA

Macomb 0-3 Regional Project
Advisory Council
September 21, 1977

- . Greetings to members of Board - Dr. Hutinger
 - a. One parent (Diane Cramer) resigned
 - b. In process of recruiting another parent
- . Report on summer activities
 - a. Work on curriculum for sharing centers
 - b. Delivery of services
 - home visits (157)
 - sharing centers (6)
 - WADE sessions (8)
 - c. Baby Buggy papers
 - #152 - Staff Activities Accountability Program
 - #154 - A Developmental Checklist for Profoundly Mentally Retarded Children
 - #155 - A Fortran IV Program for the Generation of The Child's Progress Chart
 - #156 - Annotated Examples of Child's Progress Charts
 - #242 - The Toilet Paper
 - #401 - Working Together to Serve Language-Delayed Children
- . Funding of 0-6 Proposal
 - a. Brief description of project
 - b. Attendance at Project Directors' meeting in September
- . Composition of staff for third year
 - a. Co-directors
 - b. Full-time coordinator
 - c. 2 full-time CDSs
 - d. 2 $\frac{1}{2}$ -time CDSs
 - e. 2 $\frac{1}{2}$ -time secretaries
 - f. 1 consultant - occupational therapist - 2 days a month
- . Move to new office - 27 Horrabin Hall
- . Washington deadlines
 - a. Progress Report by Sept. 30, 1977 (for entire second year)
 - b. Proposal for second year and progress report of first four months for 0-6 project by October 16, 1977
 - c. Project Directors' meeting, Washington, Oct. 25-28, 1977
 - d. Proposal for HCEEP grant (if desirable) - Nov. 9, 1977
 - e. Proposal for research project - field-initiated studies (if desirable) - Dec. 7, 1977

7. Recent dissemination
 - a. Dr. Edinger - Conference in Denver in August (National Organization for Human Service Educators) - "Infant Validation of Competency-Based Teaching"
 - b. Regional meeting of occupational therapists, District 7, Keokuk, Iowa - presentation of project
 - c. Active membership on both Hancock County and McDonough County Interagency Councils - throughout summer
 - d. Participation in planning for Health Fair (McDonough County) on Dec. 2, 1977
8. Scheduled dissemination
 - a. October 7 - all day audio-visual conference at Holiday Inn, Macomb - presentation of Project slide-tape
 - b. October 12 - presentation to Ministerial Association of Macomb
 - c. October - presentation to McDonough District Hospital physicians (tentative)
 - d. October - presentation to Carthage Memorial Hospital physicians (tentative)
 - e. Consultation with Parent Coordinator of Kirksville (Mo.) Head Start program - on parent involvement in the project, especially in sharing centers
9. Possibilities for continuation after third year

AGENDA

Advisory Council Meeting
Macomb 0-3 Regional Project
November 16, 1977

1. Introduction of new members
 - a. Arlynn Hitz
 - b. Mohammed Farsi
2. Continuation
 - a. Chart of funding sources
 - b. Copy of proposal to McDonough County Health Dept.
 - c. Proposal to McDonough County Rehabilitation Center
 - d. College of Education
 - e. Dialogue with Hancock County Mental Health Center
 - f. Investigation of Keokuk, Iowa area
 - a. Budget - ??
3. Presentation to physicians at McDonough County District Hospital - 12:15 p.m.,
Nov. 30, 1977 - arranged by Dr. Lin
4. Presentations
 - Oct. 1, 1977 - IACE Convention, Macomb - J. Longanecker, J. Sharp
 - Oct. 7, 1977 - IAVA Conference, Macomb - P. Donsbach, J. Longanecker
 - Oct. 11, 1977 - EIED class presentation - C. Hommel
 - Oct. 12, 1977 - Macomb Ministerial Assoc. - P. Donsbach
 - Oct. 18, 1977 - DCFS, Hancock County - P. Donsbach
 - Oct. 20, 1977 - Home Care Mothers, Macomb - P. Donsbach
 - Oct. 26, 1977 - Macomb Interagency Council and Council of Voluntary
Organizations - N. McKee
 - Nov. 8, 1977 - EIED 371 class presentation - N. McKee
 - Nov. 9, 1977 - EIED 372 class presentation - N. McKee
 - Nov. 11, 1977 - Invitation to present in evening session at NAEYC
Convention, Chicago - P. Donsbach, J. Longanecker
 - Nov. 18, 1977 - IPA Convention, Chicago - D. Edinger, N. McKee
 - Nov. 30, 1977 - Macomb physicians - P. Donsbach, N. McKee
 - Dec. 1, 1977 - McDonough County Health Fair, Macomb - Staff
 - Dec. 5, 1977 - Presentation to R. Reinertsen, M.D., Canton - N. McKee,
P. Donsbach
 - Dec. 7, 1977 - Replication meeting - Headstart, Kirksville, Mo. - P. Donsbach
 - Dec. 14, 1977 - Hancock County AMA meeting, Hancock County Nursing
Home - N. McKee, P. Donsbach
5. In-Service for Area Professionals
 - December 13, 1977 - showing of film, "Infant Appraisal"; discussion of
film and related topics led by Kathy Nelson, R.N.; needs assessment for
future in-services
6. Site visit from BEH - Nov. 30, 1977

7. Materials production
 - a. Abstract
 - b. Development of slide-tape to accompany curriculum on sharing centers
 - c. Home visit curriculum
8. Project Directors' Meeting - Washington, D.C. - Oct. 25-28, 1977 -
P. Hutingar and D. Edinger
 - a. WESTAR - new Technical Assistance group
9. Plans being made for summer course (see handout)
10. Tentative plans also being made for consultant (P.T.) in June - Renee Leimaruber
11. Current caseload, 35 - total caseload, approximately 70

MINUTES

Advisory Council Meeting
November 16, 1977

Please follow enclosed AGENDA.

1. Patti Hutinger introduced a new member to the Council, Mr. Mohammed Farsi, a parent of one of the Project children. Ms. Arlynn Hitz, pre-school handicapped classroom teacher in the La Harpe school system, is another new member who was unable to be present at today's meeting.
2. Attention was devoted to the second item on the agenda, continuation. Patti reported that various contacts had been made since the last Advisory Council meeting. Two positions, with travel and incidental expenses, have been written into the McDonough County Rehab Center budget request for next year by Jim Starnes. Barb Smiley of the state Developmental Disabilities office was contacted and may be able to provide some funding assistance. Mr. Randall Haut, director of McDonough County Health Department, was contacted and has tentatively agreed to fund one position with his department beginning July 1, 1977. (See enclosed support letter and proposal to the County Board.) There is on-going dialogue with Mr. William Langbauer, head of the Hancock Mental Health Center, about possible funding for a half-time consultant. The extent of the College of Education commitment to continuation of the Project has not been determined as yet.

Discussion followed as to the problems involved in running the Project with a variety of funding sources. Dr. Beat suggested creation of an Advisory Board, with each funding source represented by two or three members. Personnel problems might be alleviated by written agreements between the member agencies.

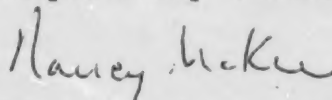
All members present encouraged Patti Hutinger to approach the Feldheimer Foundation to fund the entire Project. Dr. Beat suggested bringing the proposal before the group in written form, but also inviting the members of the Foundation to be present at a sharing center in the Methodist Church to see firsthand the work being done with handicapped children and their parents. Dr. Beat also suggested that we approach them with the idea that we should not let all this valuable training and expertise go to waste, but should be able to support this type of service right here in McDonough County without needing outside help.

The suggestion was made that if the Feldheimer Foundation proposal is turned down, an Open House might be held for local service groups to enlist their aid in funding the Project.

Patti Hutingger announced that funding sources should be firm by February 15, 1977, especially if the Project is considering applying for Outreach funds from BEH.

Discussion of the remainder of the Agenda items was held before the meeting adjourned at 2:45 p.m.

Respectfully submitted,

A handwritten signature in cursive script that reads "Nancy McKee".

Nancy McKee
Project Coordinator

Minutes of Advisory Council Meeting

Macomb 0-3 Regional Project

January 18, 1978

Members present: Arthur Beat, Arlyn Hitz, Patti Hutingier, Michael Lewis, An-Shih Lin, Nancy McKee, and invited guests Kathleen Markey, James Dyk, and Stan Schwartz.

The January meeting of the Macomb 0-3 Regional Project Advisory Council was called to discuss continuation plans for 0-3 services in an 11-county area as presented by Jim Dyk, Director of the West-central Illinois Special Education Cooperative. (See enclosure.)

Dr. Dyk and Barbara Smiley, Regional Director for the State Department of Mental Health, had met to formulate plans to coordinate services for 0-3 handicapped children in an 11-county area. Their purpose was to identify the need, develop a planning set, and assure continuation of growth. Jim Keefe, Don Rittenhouse, and Jim Starnes met with Barbara Smiley and Jim Dyk to draft the original proposal, which is subject to revision. The proposal calls for three main agencies:

1. Provider agency

Functions:

- administration of personnel
- responsibility for budget
- responsibility for planning
- accountability for implementation of services to a child within 60 days of referral
- responsibility for identifying and locating resources such as P.T.'s, O.T.'s, etc.
- responsibility for establishing formal relationships with other agencies, groups of physicians, etc.

2. Coordinating agency

Functions:

- development of diagnostic procedures
- development of curriculum
- development of IEP's
- establishment of central referral process
- identification of placement process
- procurement of supplies
- governance and minutes of advisory council
- identification of need and application for resources (in-service training, new money, and supportive services)
- work within limitations of providers

3. Advisory committee - consists of representatives from all member agencies
serves as coordination/communication forum
with no fiscal responsibilities
chaired by coordinator

Following Dr. Dyk's presentation, several pertinent questions were addressed concerning the "grand design" for a coordination of services in an 11-county area. The ways in which such a plan would affect the Macomb 0-3 Regional Project were discussed, with assurances that no one uniform service delivery model would be established. Dr. Dyk claimed that by April, 1978, a firm budget would be available. In order for the 0-3 Project to submit an Outreach proposal to BEH by March 1, 1978, however, some kind of assurance of continuation (at least in McDonough County) is needed by February, 1978. The offer from the McDonough County Rehab Center remains a viable source of funding for local continuation of services to enable an Outreach proposal to be written to BEH for training and in-service of professionals within the area. The members of the Advisory Council agreed that the need for and willingness to use such an Outreach training program should be written specifically into the proposal being drafted by Dr. Dyk and Mrs. Smiley. In response to the question as to why eleven counties were designated for this program, Dr. Dyk commented that he, as director of the West-central Illinois Special Education Cooperative, was aware of the needs existing in these counties; Mrs. Smiley also was very familiar with the need and lack of prior success with 0-3 education in these counties. When asked if the providers involved felt a need for coordination, Dr. Dyk responded that the original framers of the proposal evidently felt this need.

A discussion of the entire continuation problem relative to the Macomb 0-3 Project concluded the meeting. The consensus of the members present was that it would be wise to continue to pursue local funding while also agreeing to cooperate within the proposed "grand design" of Dr. Dyk and Barbara Smiley.

AGENDA

Advisory Council Meeting
Macomb 0-3 Regional Project
April 5, 1978

1. Continuation plans
 - a. 11-county "umbrella" plan
 - b. Fulton County
 - c. McDonough County
 - d. Hancock County
2. Outreach proposal
3. BEH/IOE Consortium
 - a. Seminar, April 12-13, 1978, Champaign
4. Seminar co-sponsored by Project and Department of Special Education--
Sylvia Kottler, Purdue University--April 27, 1978, WIU Campus
5. Task Force to develop Early Childhood Handicapped guidelines for state of
Illinois--Mike Lewis
6. High Risk Mothers' Support Group--Candy Wenzell
7. Project staff changes
8. Technical Assistance - WESTAR
 - a. Conference on On-going Data Collection, Phoenix, Arizona (March 7-10)
 - b. Consultants - John Irwin (March 23-24) and Linda Lynch (March 21-23)

MINUTES

Please refer to agenda of the April 5, 1978, meeting.

1. Continuation plans were discussed in detail. Arrangements for continuation in Fulton County have been made through the Community Workshop Training Center; in McDonough County through the Rehabilitation Center; and negotiations are still underway for continuation of services in Hancock County. The overall 11-county "umbrella" plan is still being discussed by area personnel involved.
2. Patti Hutinger stated that the Outreach proposal had been submitted to BEH on February 28, 1978. Notification of funding will take place in late May or June, 1978.
3. The Project is participating in a training seminar co-sponsored by the BEH/IOE Consortium on April 12-13, 1978, in Champaign. Two three-hour presentations on Program Evaluation are planned.
4. On April 27, 1978, the Project is co-sponsoring with the Dept. of Special Education a day-long seminar on a variety of topics in the Early Childhood Handicapped area. Ms. Sylvia Kottler, Assistant Professor of Special Education, Purdue University, will conduct the seminar at the Tanner Conference Center.
5. Mike Lewis reported on his participation in the three-day meeting of the Task Force to develop Early Childhood Handicapped guidelines for the State of Illinois. Materials furnished by the Project were helpful to the members of the Task Force.
6. A brief discussion of the High Risk Mothers' Support Group was held. According to information received by Mrs. Malpass, the group has been functioning at McDonough District Hospital. Dr. Lin will check to verify this information.
7. Several Project staff changes have taken place since January. Patti Donsbach has shifted to half-time; Ulinda Eilers and Julie Longanecker have gone from half-time to full-time employment.
8. Patti Hutinger commented on the helpful technical assistance being provided the Project in its third year by WESTAR, a technical assistance group funded to assist BEH projects and state agencies.

APPENDIX I. PARENT COMPONENT

Strategies for Meeting Differential Needs of Parents

Family

Very young parents
Brother one year younger
Competition between children
Mother feels imprisoned by obligations to children and husband
Father neglects to aid mother in child rearing and/or household chores
Financial stress

Child

Hypsarrhythmia as infant (convulsive disorder, irregular EEG)
Long hospitalization
Drug therapy
Severe language delay
General delay in all areas of development
Very dependent upon mother

Strategies

1. Provide mother with information concerning parenting:
 - a. Management techniques for children
 - b. Structuring the environment
2. Provide the mother with resources of community activities, social groups, and other interests outside of the home environment.
3. Provide child with intensive programs for cognitive, motor, and language development.
4. Provide opportunities for group interaction for mother and children:
 - a. Peer interaction, modeling
 - b. Autonomy for child
 - c. Adult interaction with mother
5. Encourage father's participation in group activities with child.
6. Encourage parents to attend project parent-group meetings.

Get the Most out of Toys

Gifts of toys should be a part of, rather than a substitute for, the gift of yourself. Giving the child time and attention can make finding suitable toys much easier. Listening and observing, along with a good measure of common sense, are good ways of finding out what the child needs and wants. Those are things that make you the best judge of what toys to buy.

Why Children Need Toys

On their way to becoming adults, children need to grow not just physically, but they also need to grow mentally, creatively, and socially. Toys should help children to grow in one or more of these four different ways:

1. Physical

- exercise the large and small muscles
- develop physical skills and coordination

2. Mental

- help the child to deal with language, numbers, and other kinds of information
- develop the ability to solve problems

3. Creative

- encourage the child to be imaginative and inventive
- provide an opportunity for self-expression

4. Social

- give the child practice in getting along with people
- help develop communication skills

What to Look for in a Toy

A good toy should:

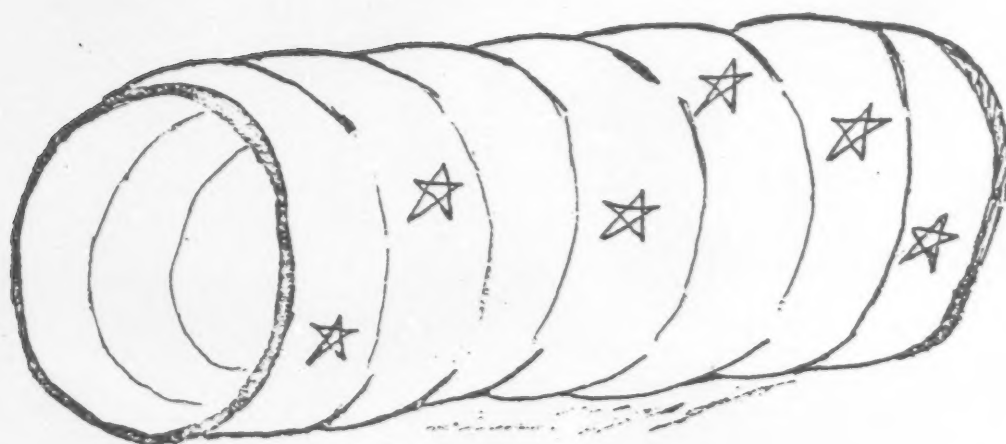
1. Be fun for the child.
2. Be safe - no sharp edges
not easily broken
not small enough to swallow
not too loud - may damage child's hearing



3. Be usable in a variety of ways or for a variety of purposes, instead of limiting the child to just one kind of play.
4. Do what the child expects it to do.
5. Involve the child, not just looking at it, but in actually using the toy.
6. Help the child understand the world around him.
7. Challenge, but not frustrate.
8. Be appropriate to the child's stage of growth and development, rather than just the child's age.
9. Suit the child's own interests, preferences, and abilities.

Helping Children Get the Most out of Toys

1. Play briefly with the child to spark interest in a new toy or to rekindle interest in a older toy.
2. Be sure the play situation is a safe one by setting rules and limits that the child understands. Check on how things are going as often as necessary.
3. Avoid giving the child too many toys at once. This can lead to the loss of interest in any toy. Put some of the toys away and bring them out later to keep the child's enthusiasm high.
4. Provide the kind of storage that makes it easy and safe to find toys and put them away again. Shelves and small boxes are often better than large toy chests and are especially helpful in keeping the parts of toys together.
5. Repair broken toys promptly, to extend the life of the toy and prevent accidents to the child.



Adapted from J.C. Penney Christmas Catalog, 1977.

December 12, 1977

Dear Parents,

Christmas is approaching rapidly. Your home visitor (CDS) will be making her last 1977 home visit on Thursday, December 22, 1977. (Home visits will be discontinued for one week [Dec. 26 - Jan. 2] and started again on Tuesday, January 3, 1978.)

Enclosed you will find a Baby Buggy Book entitled Everything and the Kitchen Sink. It is a book full of ideas for making toys from things around the house. It was developed by Ulinda Eilers, one of our Child Development Specialists. You may find some ideas and activities in this book to do with the children home from school during the Christmas season.

The Macomb 0-3 Regional Project staff wish your family a safe and merry Christmas.

Random Comments from Project Parents

A mother and grandmother feel that their child is doing so much better than other children in the family near his age because they have been working with him since he was a baby.

.....

A nurse feels that our 0-3 Project has been most beneficial to the infants in the nursing center--much more so than the classroom at the nursing home.

.....

A father of a child in the Project did an interview with a CDS for a university class he was taking. The same family invited the CDS to the child's birthday party.

.....

When a mother of a severely involved Cerebral Palsy infant moved out of the Project area, she requested another 0-3 project for her son. Arrangements were made for service through Allied Agencies.

.....

One mother mentioned that the 0-3 Project service should be available to every first-time mother. She said she felt secure to know that someone who knew a lot about children could help her with her concerns and questions about development.

.....

One low-level functioning mother came to realize the importance of toys and manipulatives for development and took part in a program for free toys for all her children for Christmas.

.....

A young mother said she had never realized that you need to talk to children before they can talk back to you. She said she was happy to have someone tell her what a two-year-old needs.

.....

The mother of an 18-month-old hemiparetic boy volunteered the following information to the CDS: 1) She is happy that the feeding suggestions made for her son worked so well; 2) She is planning to tell her college class about the 0-3 Project and all the good things they are doing for her son; 3) She told her husband that if he changed jobs, the new one must be in the area served by the 0-3 Project so her child can continue to receive the same services.

Random Comments from Project Parents, cont.

The mother of a 3-year-old language delayed and environmentally deprived boy told the CDS that she would do whatever the CDS recommended for her child regarding preschool placement because she doesn't know much about those things and she trusted the CDS to do "whatever is best for Steve."

.

The mother of a 10-month-old "preemie" boy said she is glad that the 0-3 Project comes out because "those nurses (Public Health) trust you," and she has learned a lot of new things about her baby.

o Whom St May Cinema.

As parents of a one year old
high risk baby, we were very
happy to learn of the services
available through the Macon
0-3 Regional Project.

Our child has regularly
been seen by a specialist from
the 0-3 regional project for several
months now and it is most comforting
to know he is progressing "according
to schedule".

our thanks to the staff of the
Macon O-3 Reentry Project
as a job well done.

Sincerely,

Grateful Parents

Feb. 23, 1978

Patricia McKee
2-3 Program

The 2-3 program is excellent for showing me how to cope with and discuss the problems that my child has. With the home visits, they show me ~~what~~ what I can do for my child at home. They use creative toys that really help the child think, imagine and do things by himself. They have helped me get other opinions on my child's behavior, problems and information on it. They answer or give me information on other ways of raising children and what to expect from them.

Patricia M. McKee

project

rural child-
parent service
Aug 1977

For Parents Only ~

Dear Parents,

The "dog days" of summer are approaching with the last few weeks in August. Since "every dog has its day," according to the old saying, the staff of the 0-3 Project will be leaving the office from August 15 through August 30, 1977, heading for some rest and relaxation. In case you need to contact us, however, the office phone will be covered by the secretaries during the morning hours.

.....

SUMMER SERVICES The Child Development Specialists have made home visits throughout the summer months. The water activities program has continued, both at the YMCA in Macomb and at the Horrabin Hall pool on the WIU campus. Six sharing centers have been held for Project children, brothers and sisters home from school, typical children, and parents. Our caseload at present consists of 34 families. One child has left the Project because of turning three years of age. Seven new referrals have been received and are in the process of becoming members of the Project.

.....

NEW SPACE IN THE SAME PLACE During the month of July, the 0-3 Project moved to a new, roomier office in 27 Horrabin Hall. It was lots of fun moving all those toys, materials, desks, and stacks of records from the old office. With some creative use of available shelves, cabinets, and what office furniture we could lay our hands upon, the office is now beginning to take shape. Come fall, please drop in to see us. Our phone numbers, by the way, have stayed the same.

.....

WRITER'S CRAMP When not busy with direct services to you and your children, or moving boxes, tables, and stacks of papers, the 0-3 staff members have all spent a lot of time writing articles and material to help other parents of handicapped, high risk, or developmentally delayed children, and the programs that work with these families. Papers on toilet training, working with speech students to help language-delayed young children, and how to childproof a home are some of the kinds of writing our staff has been doing. The biggest job has been the writing of a 100-page booklet on the "hows" and "whys" of holding sharing centers, called Have Wagon: Will Travel.

GRANTS AND MORE GRANTS Dr. Patti Hutinger, co-director of the 0-3 Project, received word in June that she had been funded \$20,000 for 1977-78 to set up a training program for individuals to work with handicapped children, ages zero to six. Patti now will be working $\frac{1}{3}$ time with her new grant, $\frac{1}{3}$ time with the 0-3 Project, and $\frac{1}{3}$ time as a professor of Early Childhood Education at the university. Busy lady! We hope that $\frac{1}{3} + \frac{1}{3} + \frac{1}{3}$ will add up to only ONE!

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NEW BABIES IN TOWN Two new babies were born during the summer to parents connected with the 0-3 Project: Melinda Kate Eilers (July 15, 1977), daughter of Ulinda and Gary Eilers, and Christopher James Ivory (born early in July, 1977), adopted son of Diana and Jim Ivory. Ulinda is a Child Development Specialist with the 0-3 Project; she will be back with us this fall on a half-time basis. Diana is a graduate assistant in Early Childhood Education at Western Illinois University who worked with the Project on a temporary basis last year.

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SNACK TIME No need for any special recipes this time of year with all the luscious fresh fruits and vegetables from our gardens and markets. Come January we'll be dreaming of those fat red tomatoes, juicy peaches, and ripe melons, so let's make the best possible use of them now!

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"If a child lives with criticism,
he learns to condemn.
If a child lives with hostility,
he learns to fight"

Dorothy Law Nolte

.

SEE YOU IN SEPTEMBER!

macomb 0-3 regional project

rural child-
parent service

November, 1977

For Parents Only ~

Dear Parents,

BACK IN GEAR With the coming of fall, home visits, sharing centers, the WADE swim program, and arrangements for diagnostic and medical treatment are once again taking place on a regular basis. We are pleased to see so many of you parents continuing with the Project and eager to work with your children and our Child Development Specialists. As some families have moved over the summer, we do have room for several new referrals. You as parents are an especially good source for turning up families who might be able to gain from being a part of the 0-3 Project. Please don't hesitate to let us know about any such friends, relatives, or acquaintances. We're here to be of service!

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ADVISORY COUNCIL Probably not all of you are aware that the 0-3 Project has a very active group of people who serve as an Advisory Council to the Project. This group is made up of a pediatrician, various professionals involved in early childhood handicapped education, interested and active citizens in the community, and two parents of children in the Project. We get many good ideas from the members of the Council and are especially pleased to receive comments and suggestions from the parents.

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NEW DEVELOPMENTS Two more members of the 0-3 staff, Patti Donsbach (Child Development Specialist) and Jenny Sharp (secretary) are pregnant. Both babies are due sometime in March. Seems our staff members are totally convinced of the value of children!

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SHARING CENTERS To some of you parents, the word "sharing center" is a familiar one. It brings to mind friendly, happy times in which children, parents, and CDSs come together to talk, play, learn, and share experiences with one another. Held twice a month in a nearby church, sharing centers also are open to typical children and their parents. The interaction among the children has worked very well in the past, and nearly all Project parents who take part in sharing centers are enthusiastic about the idea.

A part of each sharing center is usually devoted to discussing a topic of interest to all the parents who are there. This can take place during snacktime or during a special time just for mothers while the children are busy with their activities. We would like to know what topics would be of interest to you at future sharing centers. Here are some suggestions:

- Nutrition and eating habits
- Sibling interaction
- Understanding your child's needs
- Filmstrips on steps in a child's development
- Toilet training

These are just a few possibilities for discussion. The CDSs will talk about these with you at your home visits.

Unfortunately, not all families in the Project have been able to take part in sharing centers. Some either do not have time or transportation, or are scattered over a very wide geographical area. We would like to bring as many families together as possible. Perhaps a "floating" sharing center held in a different spot each month would be a good idea. We will continue to work to involve as many parents as possible in sharing centers--both you and your children would get a chance to meet other families in the Project, have a good time, and learn some new activities and skills for working with your children at home.

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COMING EVENTS:

National Association for the Education of Young Children (NAEYC) convention--November 10-13, 1977--Chicago. One CDS from the Project will attend as a resource person to answer questions at the session, "Spotlight on Infant Education."

Illinois Psychological Association (IPA) convention--November 18, 1977--Chicago. Two Project staff members will participate in a panel discussion on the importance of early childhood handicapped education.

McDonough County Health Fair--December 1, 1977--Western Illinois University Union. Booths and displays on all forms of health care available to residents of McDonough County will be featured, including one on 0-6 delivery of services.

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GOODIES FOR GOBLINS Yours, mine, and everybody's kids will have their fill of candy and sweet stuff at Hallowe'en. How about making this good, wholesome snack in place of all those cavity-makers!

Cheesy Wheat

- 4 cups spoon-size shredded wheat
- 1/2 cup (stick) margarine
- 1 cup shredded cheese (Cheddar, etc.)

In a large saucepan, melt margarine. Add cheese. When the cheese begins to melt, add shredded wheat. Toss to coat well. Refrigerate if not to be eaten within an hour or two.

macomb 0-3 regional project

rural child- parent service

January, 1978

For Parents Only ~

Dear Parents,



THROUGH SLEET AND SNOW and a fine mist of coughs, sneezes, and wheezes, our CDSs continue to travel near and far to make home visits. Now that the excitement of Christmas has come and gone, it should be a bit easier for parent, child, and CDS to concentrate on activities during the home visit and in the week following. We would like to ask a favor of all parents in regard to home visits. In order to save our staff unnecessary trips, we are asking each parent to contact our office by mail or phone (309-298-1634) if you will not be home for a scheduled home visit.

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NEW SHARING CENTERS The last newsletter dealt with sharing centers, a part of the Macomb 0-3 Project in which we would like as many families as possible to take part. On January 17, 1978, Cathy Hommel conducted the first sharing center at the United Methodist Church in Carthage. Because of icy roads, only two families were able to attend, but they nonetheless enjoyed the time spent together. We plan to hold these sharing centers once a month at the church in Carthage, hoping that more Hancock County families will be able to take part. A sharing center in Bushnell will be held this month by Julie Longanecker at 10 a.m. on Friday, January 27, 1978, in the local recreation center. All you Bushnell-area parents, please take note! These centers, like the one which has been operating in Macomb for the past two years, offer a chance to get together with other parents and children to share experiences, activities, and ideas. Let your CDS know if you would like to try to work out some way of taking part in a sharing center.

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EVERYTHING AND THE KITCHEN SINK. . . . We hope you enjoyed our booklet developed by Ulinda Eilers for making toys from household items. The remaining "inside" days caused by cold weather and sickness should provide a good opportunity to try out some of the many ideas for making simple, safe, and fun toys for your children at little or no cost to you. If any of you parents who are new to the Project did not receive a copy of this book on how to make toys, please tell your CDS and she will bring one to you on her next home visit.



WHY WE DO WHAT WE DO In the slide/tape developed by our staff to describe the Project and the work we do, a cartoon character named "Mac" waves a sign, "Get 'Em While They're Young." This could well be our motto and that of all infant projects. A growing number of informed people believe that what parents do with their children between the ages of one and three has a great deal to do in terms of their children's overall development. Since as parents we all want the best for our children, giving them as many new, varied, and stimulating experiences as possible should be as important to us as providing food, clothing, and shelter. What to some people may look like "just play" is often a carefully planned activity to stimulate development in a given child. When a CDS asks a mother, for example, to wave a rattle slowly back and forth in front of a child's eyes, she is actually working on visual tracking. This means watching to see if the baby's eyes follow the rattle, making sure that both eyes are working together. Once again, it is through play that learning, growing, and developing takes place in a young child.

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THE PLAY'S THE THING We would like to call your attention to the performance of "The Miracle Worker," the story of Helen Keller (blind, deaf, and dumb young woman) and her teacher Annie Sullivan, at 8 p.m., Tuesday through Saturday, Jan. 24-28, in Browne Hall Theatre at Western Illinois University, Macomb. Tickets are available at the box office--\$1.50 for students and \$2.00 for adults.

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SOMETHING TO PERK UP INTEREST IN EATING Try the following recipe to tempt your youngster who may not be hungry after a bout with the flu.

Orange Delight

- 1-2 eggs
- 1/3 cup orange juice concentrate
- 1/4 cup powdered milk
- 1/2 banana (or other equivalent fruit)
- honey to taste
- 3/4 cup water
- ice

Mix in blender or with rotary beater. The more ice you add, the slushier the drink becomes.

.

"There is beauty all around
When there's love at home."

Anonymous

macomb 0-3 regional project

rural child-
parent service
March, 1978

For Parents Only

Dear Parents,

SPRING HAS SPRUNG . . . The snow has at last melted! Now the CDSs in making their weekly rounds of home visits have only to worry about muddy roads and occasional bouts of spring fever. It's been a long, hard five months in terms of weather and illness, but faithful contact has been kept up with almost all of the Project families. We especially appreciate the concern you parents have been showing by calling the office to arrange home visits when the need arises.

CHARTING IS EASY . . . In your day-to-day observation of your child, one good way to note changes in different areas of development is by means of charting. All parents are asked to chart, especially if the CDS is coming to your house once a month to monitor your child's development. We know that you and more of you parents who are interested in your child's progress take part in a simple record keeping system. The CDS has come up with a very easy method of charting your child's behavior on a given task each week. You can see for yourself as a parent to see for yourself the progress your child is making. In talking over the results of this charting with your CDS, you then can both help to decide on what to do next with your child. If your CDS suggests charting to you, please give it a try. We think you will be pleased with the results, and all will gain important information on how your child is growing and developing.

CHANGES . . . The Project staff will be on vacation during the week of Easter, 1978. During the week after Easter no home visits or phone calls will be held. The staff will also be busy on April 19, 1978, participating in a training conference sponsored by the Illinois Office of Education and the other BEH projects in the state of Illinois. During these two days, your Project staff will be helping to train other interested individuals in the state to set up programs to work with young handicapped, high risk, or delayed children and their families.

College of Education • 47 Horrabin Hall • Western Illinois University

Phone: 309-298-1634 or 309-298-1072

USOE-BEH Grant No. G00-75-00234 Project No. 44 AH 50417

PLANS A' BREWING As many of you parents already know, federal funding for the Project runs out at the end of our third year on June 30, 1978. Plans are being made, however, to obtain local funding to continue service to your families. By the end of next month, arrangements should be completed and made known to you parents and to the general public. The community has come to realize the importance of "getting 'em while they're young."

.

STAFF DOINGS We've all been busy, as usual, with home visits, sharing centers, and the starting up again of WADE, the water activities program. The staff has also managed to submit a 6-month Progress Report to the government and a proposal for an Outreach grant. This proposal would fund activities related to training of individuals in an 11-county area of west-central Illinois to work in the field of Early Childhood Handicapped. In terms of this Outreach grant, the staff proposes and Washington (Bureau of Education for the Handicapped) disposes. We thank you parents who so willingly wrote letters of support for our Project. We'll let you know as soon as word is received from BEH.

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WANTED: A nutritious snack to take the place of sticky jelly beans, marshmallow "peeps," and gooey chocolate eggs. Try, for a change of pace, fresh vegetables with different kinds of dips or spreads.



- : Clean and slice vegetables--carrots, celery, cauliflower, green peppers.
- Spread--with cream cheese, cheese spreads, peanut butter, or cottage cheese dip.

.

THE FAMILY KITCHEN: A GREAT PLACE FOR LEARNING Cooking for and with children is fun, important, and usually quite a mess. Yet time spent now in guiding your little one will pay off many times over in the years to come. Interests and skills in the kitchen can be encouraged in an atmosphere of working together to bring about proud results. And what a natural, wonderful place in which to learn!

Since all children love to do what they see their parents doing, cooking and baking offer them a fine opportunity to do "real" things. A three-year-old is not too young to do simple things like breaking beans, helping mix and stir, kneading hamburger, or decorating cookies and cupcakes with nuts or raisins.

The very young child can be encouraged to smell the aroma of different foods (apples baking, chicken frying, coffee perking), to feel the different textures of foods (stretchiness of bread dough, roughness of nuts, hardness of carrots), and to listen to the different sounds of food (celery crunching when chewed, corn popping, bacon sizzling). Also, don't forget that cooking changes appear magical to the very young child: brittle spaghetti becomes smooth and rubbery after cooking; eggs become hard when boiled; batter turns into fluffy pancakes. Cooking and baking experiences are so much a part of our daily lives that we may overlook them as truly natural, important opportunities for teaching and learning together.

[Ideas taken from Parents' Yellow Pages, a Directory by the Princeton Center for Infancy, Frank Caplan, editor. Anchor Press/Doubleday, Garden City, New York, 1978.]

REMINDER: All you parents living in or near Macomb, the WADE swim program is once again being held every Tuesday morning at 10 a.m. at the McDonough County YMCA. It's a great opportunity for you and your child to get out of the house and into the water once a week. Call the office (298-1634) if you're interested.

HAPPY EASTER

macomb 0-3 regional project

rural child-
parent service
June, 1978

For Parents Only...

Dear Parents,

The summer is off to a wonderful start and we are happy to share some exciting news with you. Our services to children will be continuing in McDonough and Fulton counties through local funding. After a short break, home visits will continue with little change. You will soon be contacted by phone or letter with more details. For those of you who live in Hancock County, plans for continuation of 0-3 services are still not firm. As soon as we have definite word, we will be notifying you.

.....

Patti Donsbach, Child Development Specialist, just returned from a leave of absence to have a baby. Kimberly Ann was born to Patti and her husband Don on April 15, 1978. She weighed 7 lbs. 10 1/2 oz. and was 20 1/2 in. long. She was welcomed home by a brother, Aaron, age 6.

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The Project staff has grown. Our newest Child Development Specialist, Diana Bartnick, joined us on April 14. She lives in Macomb with her husband Roger and daughters Amy, age 7, and Ali, age 2. She is a former elementary and pre-school teacher.

.....

SUMMERTIME IS PICNIC TIME A picnic is a great time to be with your child, not just near him. Play games, take walks, talk, laugh—together. Relax and enjoy your child. Take your child on a picnic!

Just about any place is a good place for a picnic--your back yard, a lake, the woods, a park. The ideas are endless. Wherever you go, share the surroundings with your child. Show him the bugs, birds, clouds, trees, or anything else that is around.

Here are some ideas for picnic food: Put your meal on a skewer or a pointed stick. Try cubed cheese, ham or other meat, pineapple chunks, cherry tomatoes, etc. If you'd like, roast the food over a fire or grill. The food can

be eaten off a plate or served on a hot dog bun. Just put the skewer full of food in a bag, and you're ready to go. Dessert on a skewer is fun too. Soft cookies, marshmallows or chunks of fresh fruit can be used. *Be sure to take the food off the skewer so the child does not stab himself.

A summer fruit drink (Hi-C, juice, lemonade, powdered mix) can be sparked up for your picnic. Add fresh fruit, such as pineapple, grapes, or berries, and serve it with a straw and a spoon.

Fresh fruit is good for children. A new way to serve larger fruits, such as apples, pears, bananas, or cantaloupe, is to cut the fruit in halves or quarters and push a popsicle stick up the center of each piece of fruit.

ENJOY YOUR PICNIC!



.....

LOVE THAT BABY Each infant carries within himself life's greatest promise: a new hope for the world. Each baby is able to love and to be loved, and one day to become a human being who can help change the world. Many who work in the field of mental health believe that the loving care a child gets in the first three years of his life is very important in shaping his future ability to love, to enjoy his work, and to get along with himself and others. It is not enough, however, for a child to be loved--he must also feel loved. All of us love our children--let's not be afraid to show it!

.....

TRAVEL TIPS When taking summer trips, remember--AUTO
ACCIDENTS ARE THE LEADING CAUSE OF DEATH AMONG CHILDREN!

Here's why--

1. Children moving about in a car may cause the driver to look away from the road.
2. Children may climb on the driver or do something that forces the driver to attend to them instead of the road.
3. Children can become forward flying missiles in a crash or sudden stop. The driver's arm cannot hold a child. If you have a crash at 30 mph, a child can hit the dash or windshield with the same force as a fall from a third floor window.
4. Adult seatbelts were not made for children under 4 years old. A car seat that spreads the force of a crash or sudden stop is needed for young children.
5. If an infant's car seat is not used in the right way, it can serve as a "slingshot," throwing a child upward and forward in a crash.



WHAT CAN YOU DO?

1. Buy a car seat that is strong and durable, provides support for the child's head and neck, and spreads the pressure of the child's body over the largest area.
2. Be sure the car seat does not have a weak safety bar, a seat that folds up, a low back, or a poor anchor.
3. Put infants backwards in a semi-reclining position.
4. Fasten an older child in a shoulder harness over both shoulders in addition to a lap belt, or in a car seat with a C-shaped shield.
5. Carefully follow the instructions that come with your car seat. A car seat that is not used in the right way can be as dangerous as using no seat at all.
6. Most important, strap the child in securely every time he is put in the car, even if he cries. He will soon get used to being strapped in. If you strap your child in, you're telling him, "I love you."



References:

Vicki Lansky, Feed Me, I'm Yours, Meadowbrook Press, Wayzata, MN, 1974.

C. Ernest Cooney and Susan Kummerow, "Child Safe: When Children Travel by Car," Children Today, July-August, 1977, Vol. 6, No. 4, pp. 11-15.

Helene S. Arnstein, The Roots of Love, Bantam Books, New York, 1975.

HAVE A SAFE, HAPPY SUMMER!

APPENDIX J. STAFF EVALUATION

Macomb 0-3 Regional Project: Rural Child/Parent Service Project
Western Illinois University, Macomb, Illinois

DATES: December 1-2, 1977

LOCATION: Macomb 0-3 Regional Project
Rural Child/Parent Service Project; Room 15, Horrabin Hall
Western Illinois University, Macomb, Illinois

Participants: Dr. Dennis Edinger, Project Co-director; Dr. Patricia Hutinger, Project Co-director; Mrs. Nancy McKee, Project Coordinator; Mrs. Patricia Donsbach, Child Development Specialist; Mrs. Ulinda Eiler, Child Development Specialist; Mrs. Cathleen Hommel, Child Development Specialist; Mrs. Julie Longmeyer, Child Development Specialist; Mrs. Jennie Sharp, Secretary; Ms. Kathy Semore, Secretary; Mrs. Laviloe Walker, Occupational Therapist; (Consultant by phone); Mr. Julia Carter, Early Childhood Representative, Illinois Department of Education; Dr. Wayne Wiggins, Assistant Dean for College of Education, Western Illinois University; Mr. Ron Mustaine, Research Office, Western Illinois University; Mr. Randy Hout, Local Public Health (By phone); Mrs. Candace Wenzell, Parent (by phone); Mr. Farsi, parent (by phone); Dr. Art Beat, Advisory Board Member (by phone); and Dr. Bill Swan.

Schedule:

Summary:

This project is in its third year of demonstration funding and this visit was made during the fifth month of that third year. The staff has expertise in a variety of areas and are very committed to their efforts. There is very strong parental support based on the information I obtained by phone from the parents and there is support from a variety of agencies interested in trying to continue the project's efforts. The project has prepared a very good slide/tape presentation on its efforts and provided a very good site visit schedule for this project officer. The project has a strong documentation system patterned after the work of Dr. Bill Gingold, applied by Dr. John Irvin, the evaluation consultant. The evaluation to this point and time indicates that the project has been effective with the children that it has served and that the project is basically consistent with its objectives for the third year activities.

While the project began its first year with some difficulties, the project appears to have corrected these problems and has produced a very reasonable statement of their model efforts. While the project has been doing an excellent job in variety of areas, the project does have a number of areas in which improvements can be made. In some cases the project may want to implement these recommendations with other systems and in others they may want to suggest that WESTAR provide them particular assistance.

The project also indicates some difficulties in agreement on indirect cost rate with the Western Illinois University (fiscal agency) and these questions will be solved by subsequent memos with Mr. George Coates, and communication with Mr. Mustaine as the situation provides.

It is most significant that Mrs. Julie Carter from the Illinois Office of Education attended this site visit. This is the first time she has visited this particular program and it will be a basis for her future actions with the Consortium of First Chance Projects in Illinois. The degree to which Mrs. Carter can influence state efforts in terms of the development of legislation to include the 0-3 population is unsure at this point and time. However, she has indicated interest in the project and their efforts by making a site visit.

VI. Recommendations

Recommendation 1: The project should focus its dissemination efforts on specific targets with specific informational needs. The project should implement this focus by determining specific objectives of dissemination and specific statements of what is expected from the targets who are the recipients of dissemination information. The project should continue to devote some effort to general dissemination needs but should be aware that such efforts may not produce results. Additionally, there are several areas of disseminable information such as the child progress rate data and the cost data which have very small target audiences, which may in fact be significant. However, the project should be aware of its constraints and resources, both in terms of personnel and money, in designing an overall plan with specifics rather than generalities.

Recommendation 2: The project staff must design a continuation plan for obtaining from various alternative sources. The project staff should provide specifics both programmatically and administratively to the several different agencies but the project should not be rigid in its statement of these areas. The project should know in which areas it can compromise and which areas it can not compromise relative to the effective continuation of its programmatic efforts to handicapped infants and their parents. This may also be a particular area or target for the dissemination of appropriate information to particular persons. At the current time, there are at least three alternative funding sources which are the local health agency, the local rehabilitation agency, and foundation located in Macomb. Each of these should be approached concerning their particular interest in supporting the program. The staff should obtain their comments and revise their overall design for continuation as appropriate to obtain support. The project must be aware of the ~~of~~ needs of each target but be aware of its own needs as a project for continuing effective services.

Recommendation 3: The project should focus its efforts on using the detailed child progress rate data for research purposes. The project must devise a plan to summarize as appropriate for its final report to the BEH. As a secondary effort, the project might explore gathering data from a variety of other projects; this additional effort might be supported by a research grant from an appropriate agency. The project should be very aware of the allocation of resources which will be necessary to explore the secondary effort.

report

Recommendation 4: In terms of program evaluation, the project staff should reference the items of the Alpern/Boll and the Uzgiris/Hunt instrument items to the curriculum items to varify that the project is measuring what it is trying to do with children. Unless some referncing is used to examine the measurement approach, the data which are provided may or may not represent project efforts. It might also be possible to use a statistical means to analyze the relationships between the instruments and the curriculum. This latter alternative is something which should be explored with the evaluation consultant.

Recommendation 5: The project should add one slide to its slide/tape presentation including a statement of the name of the project, a person to contact at the project, the address of the project, and the telephone number. In this way the persons who have viewing the slide show would have a direct reference back to the project.

Recommendation 6: The project should develop a handout on the relationships to the local education agencies including the coordination and acceptance of referrals in any other activities which carried on with local education agencies. If appropriate it might also be desirable to develop a handout on the relationships to the education agency.

Recommendation 7: The project should continue to coordinate and cooperate with Ms. Julie Carter from the Illinois Office of Education. Involvement in consortia consistent with project efforts and dissemination and coordination should be supported. Any conferences and/or training sessions which could be jointly supported by the state education agency and the consortia of first chance projects should be considered as a viable means to influence the state particularly with respect to birth to three programs.

Recommendation 8: The project ^{should} determine if it plans to develop a submission for the Joint Dissemination Review Panel. If the project determines that it would like to present to the JDRP, it should develop a draft of submission and forward it to the project officer. The project officer will then critique the draft and return it to the project with some indication of the chances of it succeeding JDRP.

Recommendation 9: If the project plans to submit an outreach proposal, it should plan now to obtain letters requesting its outreach services as related to its demonstration model. The project should carefully review the outreach proceedings document which was distributed at the budget directors meeting relative to the particular outreach approaches. The more specific a proposal the better the chances of it receiving funding under the outreach maginism.

Recommendation 10: The project should consider examining the rate data relative to training necessary to utilize its model. In discussing the rate data with the project staff, there appeared to be no particular need for that information by the trained personnel. It would be interesting to know if there are project staff or other persons who are using the curriculum without the two to three years of training which most project staff have received. It may be appropriate to develop a particular training package to focus on the development of the perspective of using criteria for successful participation in utilizing particular objectives. This might be a particular need if the project goes into outreach.

VII. Conclusions: The project appears to be on timeline for its objectives and to have developed a model that seems to be effective. However, the current needs of the project focus on organizing itself to obtain continuation funding and to decide if its going to seek further funding in different areas. The project has at least two alternatives to pursue including both the project staff itself and WESTAR. The project should make its decisions as soon as possible.

The project should respond to these recommendations ^{by} the 28th of February 1978. Should there be any concern with any of these recommendations, the project staff should contact the project officer for clarification and/or discussion.

STAFF QUESTIONNAIRE: SATISFACTION WITH STAFF DEVELOPMENT

Date: 12 / 23 / 77

Interviewer: percentages

Staff: 6 total

INSTRUCTIONS: Interviewer should be a trained INDEPENDENT individual with no affiliation or interest in the program with professional training and experience in family or child related fields.

Read question, elaborate if necessary, naming possible alternative responses. Place check mark (✓) on line opposite each response made.

1. In what ways have you participated in staff development activities that have been planned by the program?

	<u>N</u>
(1) Seminars, short group meetings	<u>50</u>
(2) Meetings with other staff (e.g., session with project director)	<u>100</u>
(3) Workshops	<u>33</u>
(4) Continuing education activities.....	<u>17</u>
(5) College course work	<u>67</u>
(6) Assigned professional reading	<u>67</u>
(7) Other (specify)	<u>67</u>

2. How often do you participate in staff development activities?

(1) At least once a week	<u>33</u>
(2) At least once a month	<u>17</u>
(3) Other (specify)	<u>50...</u>
(4) Never	<u>---</u>

3. Do you feel that there have been enough staff development opportunities to meet your needs to function competently in your position?

		<u>N</u>
(1) Yes	Yes	33
(2) No	No	67
(3) Don't know	Don't know	—

Go to Item 5

4. What additional opportunities do you think there should be?

- (1) _____
- (2) SEE ATTACHMENT
- (3) _____

5. Do you feel that you have gained anything from your participation in the staff development program?

2
100

(1) Yes

(2) No

(3) Don't know

→ Go to Item 7

6. What have you gained?

(1) Knowledge (list areas or topics of knowledge)

83

SEE ATTACHMENT

(2) Planning skills (list type of skills)

33

SEE ATTACHMENT

(3) Implementation skills (list type of skills)

50

SEE ATTACHMENT

(4) Changed attitudes (list kinds of attitudes developed)

17

SEE ATTACHMENT

7. Do you think your participation in this program will provide you with opportunities for career advancement?

(1) Yes

67

(2) No

--

(3) Don't know

33

8. Did the program provide the type of staff development that met your needs?

☐ (1) Yes → Go to item 10

2
50

☐ (2) No

50

9. What needs did you have that were not addressed?

(1) Knowledge (list areas or topics of knowledge)

SEE ATTACHMENT

(2) Planning skills (list type of skills)

(3) Implementation skills (list type of skills)

(4) Changed attitudes (list kinds of attitudes developed)

10. Overall, are you satisfied with the services that the project has provided to meet your staff development needs?

(1) Yes

83

(2) No

17

(3) Don't know

--

11. Can you think of any ways the staff development program might be changed to serve you as a staff member better?

2
83

(1) Yes

17

(2) No

—

(3) Don't know

12. In what ways could the staff development component be changed?

SEE ATTACHMENT

Attachment

4. Additional Staff Development Opportunities Needed:

- a) General staff meetings
- b) Observation of Project in Outreach operating with multifunding sources
- c) Dealing with behavior problems, hyperactivity, setting up environments for dealing with hyperactivity, failure to thrive babies
- d) Updating staff on ways of dealing with each new child added to caseload

6. Gains:

1. Knowledge

- a) Appraising infants; infant assessment
- b) Occupational therapy
- c) Deaf/hard of hearing
- d) Reflexology
- e) Language development
- f) Ideas for specific activities, skills for dealing with many handicapping conditions (blind, CP, high risk)

2. Planning Skills

- a) Better ability to isolate important issues in administration of grant

3. Implementation Skills

- a) Home activities from NAEYC conference
- b) Learning new methods for working with individual children
- c) How to handle billing procedures and university forms

4. Changed Attitudes

- a) Flexibility
- b) Better understanding of people

9. Needs Not Addressed

1. Knowledge

- a) General policies that change in Project
- b) Feeding difficulties in infants
- c) Specific areas of ECH - handicapping conditions, behavior problems, hyperactivity, failure to thrive

12. Ways Staff Development Component Could Be Changed:

- a) More general staff meetings
- b) Better communication
- c) In-services on other community service organizations
- d) More reading time
- e) A way to exchange ideas and knowledge between staff
- f) More time for staff development
- g) Quick access to needed information

STAFF QUESTIONNAIRE: SATISFACTION WITH STAFF DEVELOPMENT

Date: 6 / 6 / 78

Interviewer: percentages

Staff: 7 total

INSTRUCTIONS: Interviewer should be a trained INDEPENDENT individual with no affiliation or interest in the program with professional training and experience in family or child related fields.

Read question, elaborate if necessary, naming possible alternative responses. Place check mark (✓) on line opposite each response made.

1. In what ways have you participated in staff development activities that have been planned by the program?

(1) Seminars, short group meetings	<u>6</u>	85.7
(2) Meetings with other staff (e.g., session with project director)	<u>7</u>	100
(3) Workshops	<u>6</u>	85.7
(4) Continuing education activities.....	<u>4</u>	57.1
(5) College course work	<u>4</u>	57.1
(6) Assigned professional reading	<u>5</u>	71.4
(7) Other (specify)	<u>1</u>	14.3

2. How often do you participate in staff development activities?

(1) At least once a week	<u>4</u>	57.1
(2) At least once a month	<u>2</u>	14.3
(3) Other (specify)	<u>2</u>	28.6
(4) Never	<u>0</u>	--

3. Do you feel that there have been enough staff development opportunities to meet your needs to function competently in your position?

(1) Yes	7	100
(2) No	0	--
(3) Don't know	0	--

→ Go to Item 5

4. What additional opportunities do you think there should be?

- (1) _____
- (2) _____
- (3) _____

5. Do you feel that you have gained anything from your participation in the staff development program?

(1) Yes	<u>7</u>	100
(2) No	<u>0</u>	--
(3) Don't know	<u>0</u>	--

→ Go to Item 7

6. What have you gained?

(1) Knowledge (list areas or topics of knowledge) 6 85.7

(2) Planning skills (list type of skills) 2 28.6

(3) Implementation skills (list type of skills) 2 28.6

(4) Changed attitudes (list kinds of attitudes developed) 2 28.6

7. Do you think your participation in this program will provide you with opportunities for career advancement?

(1) Yes 3 42.9

(2) No 0 --

(3) Don't know 3 42.9

8. Did the program provide the type of staff development that met your needs?

(1) Yes → Go to item 10

6 85.7

(2) No

1 14.3

9. What needs did you have that were not addressed?

(1) Knowledge (list areas or topics of knowledge)

1 14.3

(2) Planning skills (list type of skills)

0 --

(3) Implementation skills (list type of skills)

0 --

(4) Changed attitudes (list kinds of attitudes developed)

0 --

10. Overall, are you satisfied with the services that the project has provided to meet your staff development needs?

(1) Yes

7 100

(2) No

0 --

(3) Don't know

0 --

11. Can you think of any ways the staff development program might be changed to serve you as a staff member better?

(1) Yes

4

2
57.1

(2) No

3

42.9

(3) Don't know

0

--

12. In what ways could the staff development component be changed?

3

42.9

Attachment

4. Additional Staff Development Opportunities Needed:

- a) More time for reading would be nice.

6. Gains

1. Knowledge

- a) Assessment (Steps Up, Sylvia Kottler)
- b) Recent research
- c) Methods of evaluation - Steps Up
- d) Child assessment, screening
- e) Techniques, motor development
- f) Have gained a more realistic approach and understanding of handicapped children and what can be done to help them become more effective human beings.
- g) Handouts from Sylvia Kottler
- h) Assessment techniques

2. Planning Skills

- a) Planned and helped organize a conference with Subhash Jani and Nancy.
- b) Planning readings for parents to help them feel their great importance in caring for their special child.

3. Implementation Skills

- a) More competency in office duties, dealing with people
- b) Method of collecting child data.

4. Changed Attitudes

- a) Attitudes were always open toward children, but a real insight has been gained into the comprehension of special services for exceptional children.
- b) I now have a better understanding of the commitment involved in grant work.

9. Needs Not Addressed

1. Knowledge

- a) More on hyperactivity, behavior management

12. Ways Staff Development Component Could Be Changed

- a) Continued staff development
- b) More time for reading, and staff development
- c) A needs assessment should be given to staff at the beginning of each year. Then, staff development should be planned at regular intervals (every 6-8 weeks) in response to the needs expressed by the staff.

APPENDIX K. TRAINING FOR PERSONNEL
FROM OTHER AGENCIES

NEEDS ASSESSMENT FOR PROFESSIONAL GROWTH

Macomb 0-3 Regional Project

Name: Summary N=25

Occupation: _____

Agency: _____

County: _____

Date: 12-13-77

Check areas
of interest:

Suggested Topics for Future In-Service

- | | |
|-----------|---|
| <u>10</u> | 1. Assessment/screening in infancy |
| <u>17</u> | 2. Coordination of agencies with regard to services for the young child |
| <u>9</u> | 3. Motor development during the first 5 years of life |
| <u>9</u> | 4. Nutritional needs of infant-toddler population |
| <u>14</u> | 5. Parent intervention techniques |
| <u>6</u> | 6. P. L. 94-142: School Mandates |
| <u>11</u> | 7. Activities for young children (typical and handicapped) |
| <u>10</u> | 8. Recent films and books dealing with ECH |
| <u>8</u> | 9. Specific handicapping conditions |
| <u>11</u> | 10. Responsibilities and legal rights of home visitors |

Other: 1. _____
 2. _____
 3. _____

Date: Aug 5 1977

We hereby request the following service(s) from the Macomb 0-3
Regional Project:

An over-all view of the projects with specific
emphasis on the parent involvement part

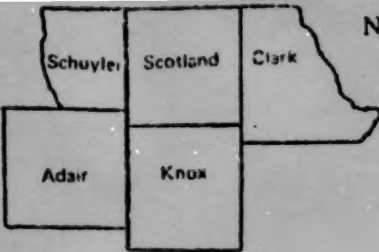
to be delivered by Jan. 1, 1978. The anticipated
(date)

outcome of this service is greater involvement with an
agency of parents in the lives of their children

We also agree to complete an evaluation of the service rendered within
a 3 - month period.

Signature: Ram La Tung

Agency: D.E.M.O. CSA Pearl Street



HEAD START

Kirksville, Missouri 63501

Phone: 816: 665-5791
P. O. Box 675
110 South Main Street

January 13, 1978

Mrs. Patti Donsbach, CDS
Macomb C-3 Regional Project
#27 Morrabin Hall
VIU
Macomb, Illinois 61455

Dear Patti:

Thanks for a really interesting and beneficially 2½ hours of consultant time. I haven't completely read all the materials that I received, but those that I have read are going to benefit our program.

The two resource booklets, Toy Book and Have Wagon: Will Travel, are going to be great for ideas for home visits and staff training. Also, there were several issues of Baby Buggy that have given me ideas for future Parent Meetings.

I really enjoyed meeting you and for all the good ideas.

Sincerely,

Pam LaFrenz

Pam LaFrenz
Parent Involvement Specialist

PL/ln

Enclosure: \$7.50 check

Macomb 0-3 Regional Project

EL ED 533: The Handicapped Child in Early Childhood Programs

Instructor: Patti Hutinger

Phone: 309-837-3503

Classroom: Rooms 15, 1, and 11

Course objectives:

The student is expected to . . . have fun!

1. Gain new skills in selected areas related to Early Childhood Handicapped.
 - a. techniques/methods
 - b. materials
 - c. models for delivery of services
 - d. developmental activities
 - e. evaluation strategies for children
 - f. dissemination techniques
 - g. parental involvement
 - h. community involvement
 - i. program evaluation strategies
2. Collect useful materials in selected areas related to Early Childhood Handicapped.
3. Interact with course participants, faculty, and presenters to share information/ideas.
4. Examine materials currently used with young handicapped children.
5. Enjoy 1, 2, 3, and 4!

Course requirements:

Each student will complete the following tasks:

1. Complete pre and post evaluation forms.
2. Complete project-related evaluation forms, as needed.
3. Compile an organized, classified notebook and/or card file of useful ideas, techniques, etc., presented by the various presenters.
 - a. Materials collected should be related to each student's specific needs. An introductory page is to be written to point out the relationship between the contents of the notebook and the student's need.
 - b. Develop a category system to use for organization.
 - c. Include a short section which points out the ways you intend to use your notebook.
 - d. Include a bibliography of books you find useful (from this course).

- The notebook will be due for initial checking on Monday, July 31, at the beginning of class, then due in final form on Friday, August 4, at the beginning of class. It will be returned the same day.
4. Participate in planned activities.

Follow-up

We also hope that participants will agree to participate in some follow-up evaluation activities during the coming school year. This will be discussed in class.

EL ED 533: The Handicapped Child in Early Childhood Programs

Course Schedule

Monday, July 24, 1978

Introduction, Overview, Pre evaluation forms

Speaker: Julie Carter, Illinois Office of Education, Early Childhood
Handicapped Specialist

Presentation: Macomb 0-3 Project

Tuesday, July 25, 1978

Presentation: PEECH, Champaign

Wednesday, July 26, 1978

Presentation: RAPHYT, Champaign

Thursday, July 27, 1978

Presentation: SEEC, Schaumburg

Friday, July 28, 1978

Presentation: SEEC, Schaumburg

Monday, July 31, 1978

Notebooks due, first time

Presentation: RHISE, Rockford

Tuesday, August 1, 1978

Presentation: RHISE, Rockford

Wednesday, August 2, 1978

Presentation: Peoria 0-3

Thursday, August 3, 1978

Presentation: Peoria 0-3

Friday, August 4, 1978

Notebooks due

Post evaluation forms

Presentation: Macomb 0-3

EIEd 533 - Sample Daily Schedule

- 12:40 - 1:00 Class begins - Discussion of experiences, look at materials, organizational activities, planning, questions, information sharing.
- 1:00 - 3:00 Presentation/Activities
- 3:00 - 3:15 Break - Group can decide if they want to contribute snacks.
- 3:15 - 4:30 Presentation/Activities
- 4:30 - 5:00 Wrap-up discussion, questions, answers

Many of the presentations will be activity-based. There is some flexibility in this schedule, depending on students' needs; however, some activities must proceed on schedule since presenters have travel commitments.

APPENDIX L. DISSEMINATION MATERIALS

Evaluation of Dissemination/Demonstration Materials

Macomb 0-3 Regional Project

Name: _____

Position: _____

Agency or Organization: _____

Date: _____

Please indicate the responses which most accurately reflect the effectiveness of the materials.

1. Nature of service rendered by the Macomb 0-3 Regional Project:

- a. Slide/tape presentation _____
- b. Consultation _____
- c. Demonstration of a particular component _____
- d. Written materials: _____
 - 1) Baby Buggy Papers
 - 2) Curricula
 - 3) Specific handouts
- e. Resource materials (bibliography, etc.) _____
- f. Visitation to the Project _____
- g. Other (please specify) _____

2. Was the requested service delivered at the prescribed time?

Yes _____ No _____

3. Did the materials produce any impact on you and your organization?

Yes _____ Partially _____ No _____

3. (cont.)

Were the materials: Pertinent? _____ Understandable? _____

Practical? _____

(If answer is yes or partially, please respond to the following two questions.
If answer is no, please respond to question #6.)

4. Did use of these materials result in the development of a product to be used by your organization?

Yes _____ Partially _____ No _____ NA _____

5. If such a product was developed, please describe briefly: _____

6. The reasons for lack of impact by materials received from the 0-3 Project were:

Not relevant _____

Insufficient information _____

Impractical _____

Other (please specify) _____

7. In what areas of rural infant/parent delivery of services would you like more information?

Please return to: Nancy McKee, Project Coordinator
Macomb 0-3 Regional Project
27 Horrabin Hall
Western Illinois University
Macomb, IL 61455

Attacking Handicaps When They Begin

By MARDY FONES

Rehabilitation of the handicapped must begin before school age. If a hearing, speech or physical disability goes undetected or untreated, the handicap puts the child behind his normal cohorts.

To reach out to handicapped youngsters from birth through age three, the Macomb 0-3 project has worked hard during its first three years. The project was originally funded by a \$64,000 grant from the United States Office of Education, Bureau of Education for the Handicapped. At the completion of this year, federal monies stop and 0-3 staff members will turn to the community to support the project.

Now serving 37 handicapped children and their parents in McDonough, Fulton and Hancock County, 0-3's philosophy is early identification and treatment of handicaps which prevent and or alleviate complications.

Macomb 0-3 Project reaches out to handicapped infants through referrals from doctors, nurses, public health officials and individuals who know about an infant who may have a handicap.

Some infants in the project such as those with severe cerebral palsy or an obvious physical defect are easily spotted at birth. Others, those who undergo a traumatic birth or experience respiratory distress at birth, may be channelled in to the project to be monitored for developmental delays.

Kathy Lovell of Burnside was born with a cleft pallet and slight cerebral palsy. Her mother was introduced to 0-3 through the Hancock County Mental Health Center.

According to Mrs. Lovell, the cerebral palsy and the aural deformities even after corrective surgery made it difficult for Kathy to nurse as an infant.

The sucking motions of feeding are precursors to proper speech.

In addition to Kathy's physical problems, her handicap created tension in the home as her father, Charles, who also suffers from a cleft pallet, blamed himself for her handicap.

Through the help of 0-3 staff members the Lovells were



KATHY LOVELL HAD difficulty learning necessary gross motor skills. Through 0-3 staffers like Kathy Hommel, Charles and Beverly Lovell of Burnside have learned to use toys like this ball and hoop combination to encourage Kathy's gross motor development.

(Journal Photo)



42 institutionalized at the Canton Nursing Center's 300 wing.

"The 0-3 people bring toys in that our children can enjoy, mirrors so they can see themselves, soft toys for them to play with," said Barb Bohanan, a nurse on the 300 wing. "We're trying to give them a life for what they can have. We just can't let them lay there." She added many of the children learn to do more, develop more fully than their physicians expect.

"You can't just say they're vegetables. If you give them everything you can, who knows, they might be able to do some things for themselves."

Mrs. Bohanan admits many of the infants under her care aren't expected to live long while others will be institutionalized for the rest of their lives.

0-3 staffers teach aides in the infant room development activities for the infants, bringing in mobiles, soft toys and other items. Even talking to the children is a form of stimulation to which they naturally respond.

"Our staff is our strong point," says Dr. Pat Hutinger, program director. "They have a lot of empathy for the people with whom they work. The program presently employs three child development specialists, a director, coordinator and secretary. At least \$20,000 in local funding for staff salaries and equipment is needed for the project to continue.

While the passage of Illinois Public Law 94-142 requires public education for the handicapped from age 3-21, it eliminates the possibility of funding for crucial infant development programs.

According to Nancy McKee, project personnel hope to branch out: "Contingent upon receiving local funding, we may apply for an Outreach grant through the Bureau of Education for the Handicapped."

The Outreach grant would provide funding for Macomb 0-

3 staffers to train other qualified persons in west-central Illinois. "The persons we train would then set up other 0-3 programs in rural areas where no such programs had previously existed.

Other long term goals include development of curriculum materials which other 0-3 programs could use.

In the meantime, the project will end its first three years of service June 30 having served

The sucking motions of feeding are precursors to proper speech.

In addition to Kathy's physical problems, her handicap created tension in the home as her father, Charles, who also suffers from a cleft palate, blamed himself for her handicap.

Through the help of 0-3 staff members, the Lovells were able to stabilize their home situation, the focus attention on helping Kathy develop as normally as possible.

In conjunction with 0-3 staff, the Lovells have learned to use exercises and special toys like a homemade locker board to teach Kathy fine and gross motor coordination emphasizing use of both sides of her body.

Since she turned three, Kathy is no longer eligible for services through 0-3. Staff members will continue monthly follow-up to chart Kathy's progress.

Although she is legally entitled to special services, the Hancock county schools her mother has placed her in a church day school several days a week. Mrs. Lovell was dissatisfied with the special programming offered to Kathy.

According to Mrs. Lovelle, the school psychologist tried to convince her Kathy's handicap wasn't severe enough for special education classes in Hancock county which try to meet the needs of the small number but widely varying handicaps of county residents. Mr. and Mrs. Lovell decided to keep Kathy at home for the time being, emphasizing the educational skills they've learned through 0-3.

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ALTHOUGH JUSTIN WENZELL doesn't use words like most 22-month-old tots, his mother Candy spends time verbalizing to him, reading books, talking and laughing to encourage proper speech development. 0-3 Project staff members have brought in a speech therapist to work with the tot in hopes of stimulating his verbal development.

(Journal Photo)

Justin Wenzell is another tot who's growing with 0-3 help. Born with an esophageal blockage, a birth defect which may be accompanied by mental retardation, speech problems and gastro-intestinal complications, Justin underwent surgery when he was just hours old.

His mother, Candy was contacted by a public health nurse about 0-3 while she was still in the hospital.

"The 0-3 staff members have taught me general infant stimulation exercises like soft toys, kick pillows to encourage Justin's development."

According to general standards for children his age, Justin is developing physically and emotionally on schedule. However at nearly two he still doesn't talk although he understands simple directions and he babbles with clear, individual sounds and voice inflection like sentences.

To escalate his vocabulary development, 0-3 staff members have brought in a speech therapist from the WIU speech and hearing clinic to work with him.

0-3 staffers also reach out to infants who fall in the profoundly handicapped category. Severely deformed or retarded infants, hydro-and-micro-cephalics (children with enlarged or undersized heads) and other handicaps who are

central Illinois. "The persons we train would then set up other 0-3 programs in rural areas where no such programs had previously existed.

Other long term goals include development of curriculum materials which other 0-3 programs could use.

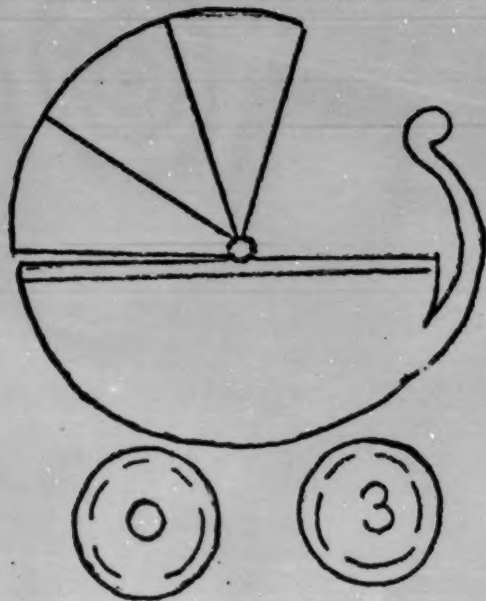
In the meantime, the project will end its first three years of service June 30 having served a total of 83 handicapped children and their families.

Some of the children have developed according to the norms. They participated in the sharing centers held in the project's van, swam at the McDonough County YMCA, took advantage of referral services, and learned through one-on-one activities.

Others were channeled into special education classes, at age three, few have died as the result of complications from their handicaps. Dr. Huting points out: "Illinois won't put public school money into 0-3 programs because of the legality. Many persons in special ed are trying to get the legislature to change the law."

In the meantime, 0-3 staffers continue to work with children who are suspected of having or do have handicaps. "It costs about \$1,000 per year for us to work with a handicapped child and his family, but the cost of institutionalization is \$35,000 per year."

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MACOMB 0-3 REGIONAL PROJECT-
RURAL CHILD/PARENT SERVICE
27 Horrabin Hall
Western Illinois University
Macomb, Illinois 61455

Dear Parents,

Welcome to the McDonough County Health Fair! We think it's important for you to be aware of all existing services available to you and your family in this county. Amongst these are the services offered by the MACOMB 0-3 REGIONAL PROJECT, a federally funded infant/parent program in its third year of operation.

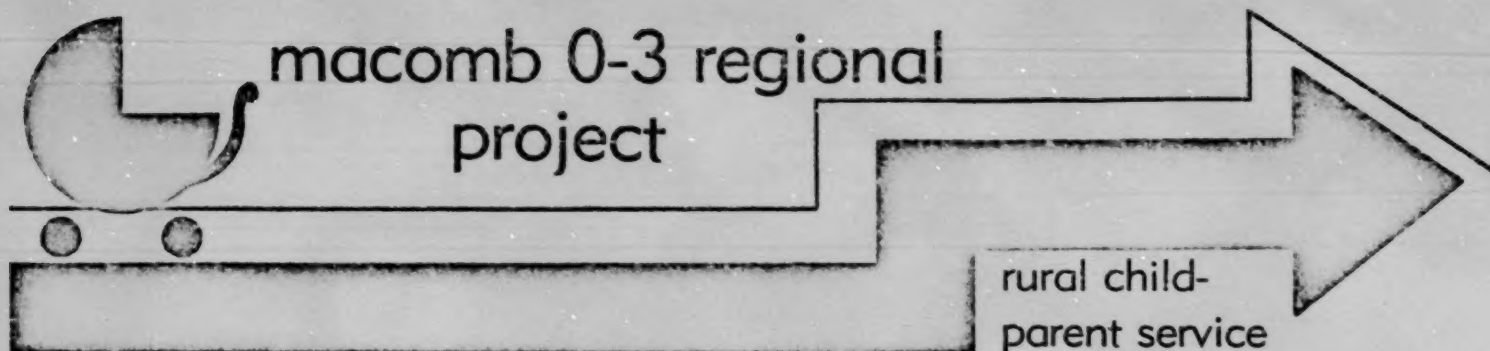
We're here to help. If you have any questions about how your baby is growing and developing, call us. Can you use our help in any of the following developmental areas?

- GROSS MOTOR (crawling, sitting, walking)
- FINE MOTOR (ability to manipulate small objects)
- COGNITIVE (child's ability to solve problems)
- COMMUNICATIVE (beginning sounds, response to sound, language)
- SOCIAL (ability to get along with others)
- SELF-HELP (ability to do basic things for oneself)

We will come directly to your home at no cost to you to talk with you about your child. Call us collect at 298-1634 or 298-1072.

Nancy McKee
Project Coordinator

Patti Donsbach
Child Development Specialist



HOW A BABY GROWS

A Guide to Typical Development*

*Remember: No two children are exactly alike at a given age.

November, 1977

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Adapted from a chart presented by Johnson & Johnson, Baby Products Company, New Brunswick, NJ 08903.

NEWBORN BABY

Body Development -- His* body is narrow-chested with a prominent abdomen and spindly arms and legs curled close to his body. His wobbly head looks too large and may be lopsided. It has a soft spot (fontanel) on the top--where the skull bones have not solidly knitted together. His skin is mottled and wrinkled. His eyes are usually blue and they look in different directions--he has no control of his eye muscles. But if a bright object comes within his view, he may briefly fix his eyes on it. And he may even follow a moving object with his eyes and head.

Hand Development -- His fists are clenched and will be for many weeks. He can grip a finger or object, but this is a reflex action. It will take him many months to learn this skill.

Language Development -- The only language he knows is his cry--a loud, raucous sound that calls attention to his needs and demands. At birth he cries without tears.

Social Development -- His only contact with his environment comes through his sucking instinct which helps keep him alive. He hears sounds, his whole body reacts to noise. His body twitches and jerks, evidence of unskilled nervous system.

*Note: To make this paper more readable, the masculine pronoun "he" has been used to indicate both boys and girls.

ONE MONTH OLD

Body Development -- His muscles have more tone; he is less limp than he was a month ago. He assumes a characteristic posture called the tonic-neck reflex--he lies with his head to one side, one arm extended on the same side and the other arm flexed toward the shoulder. He can hold both eyes in a fixed position and gazes vaguely at a light or window.

Hand Development -- His hands are still fisted. He is beginning to reach, but does so with his eyes rather than his hands. He cannot hold a rattle until about 8 weeks; first he holds without looking, in another month he holds and looks, and later he will seize on sight.

Language Development -- He cries to express discomforts and demands, but his laryngeal vocabulary is beginning with a few throaty sounds.

Social Development -- He is increasingly aware of his environment--responds positively to the comforts of bathing and feeding as well as the satisfaction of being held. He shows interest in the human face, and his general body activity stops when he concentrates on it. He sometimes cries in the evening to be picked up and held or allowed to lie down where he can hear voices and see lights.

FOUR MONTHS OLD

Body Development -- He assumes more symmetrical postures than he did before. He can hold his head up for as long as ten minutes; he likes to be propped so that he can look around. No longer does he stare blankly; now he turns his head purposefully and fixes his eyes on things that interest him.

Hand Development -- His hands are not so predominantly fisted; the fingers are open and busy exploring. He has a real trick now--he brings his hands together over his chest and watches his fingers as they play with each other. He shows his eagerness to touch everything--his body moves and strains toward the object, but it will be another month before he can grasp it.

Language Development -- He now can make many sounds. Not only can he cry, he can laugh out loud. He smiles, coos, gurgles and chortles to show his delight. He is very "talkative," but talking and crying follow each other closely.

33 Social Development -- He wants some social attention at this age, usually in the late afternoon. He likes to be shifted from his crib for this play period. He shows a growing interest in his father and other children in the family. He likes to have people talk to him, sing to him and just be with him.

SEVEN MONTHS OLD

Body Development -- By this time the baby can sit up for a moment, by himself or supported in a high chair. When lying down he lifts his head as if trying to sit up, or plays by putting his feet into his mouth. He can also roll over by himself.

Hand Development -- His hands are more skilled--he grasps a rattle with one hand, shakes it vigorously and touches it with the other hand. He can grasp a ring or a cube and transfer it from one hand to the other, or he can hold one toy in each hand. But he still does not have the fine coordination to pick up a small toy deftly--he rakes at it with his fingers, touches but cannot grasp it.

Language Development -- He "talks" to himself in the mirror, smiles and pats his image in the glass. His vocabulary is growing; it includes coos, squeals and combined vowel sounds. He says "m-m-m" when he cries.

Social Development -- He is getting to be a sociable being now; he can tell the difference between strange and familiar faces. He enjoys company but is happy to play alone with his toys, or if he has none available, he is content to explore his hands and feet and talk to himself. Bath time is play time and one of the most pleasant of the day for baby.

TEN MONTHS OLD

Body Development -- He no longer enjoys lying down; as soon as he wakes up from sleep he rolls over and sits up, or if he can, scrambles to his feet. He pulls himself up on the crib or playpen, but cries because he has not yet learned to let go. Exploratory trips are taken on hands and knees for convenience and speed.

Hand Development -- His hand skills are more finely coordinated. He brings his thumb and index fingers into delicate opposition to pick up a small object or grasp a cup by its handle. At 28 weeks he could hold one object in each hand--now it occurs to him to bang them together.

Language Development -- His language ability is growing because he is more sensitive to his environment, also because he has a new capacity for imitation. He vocalizes "da-da," "ma-ma," and other sounds, and enjoys games like "peek-a-boo," "bye-bye," and "pat-a-cake."

Social Development -- He will play by himself for relatively long periods, but lets the family know when he wants a new toy or some company. He likes to be with the family during the late afternoon, and delights in practicing his new tricks.

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TWELVE MONTHS OLD

Body Development -- Although the first birthday is the milestone that parents celebrate, the one-year-old is still in the midst of developmental changes that will be completed by fifteen months. Now he can sit alone and may stand alone, but he sometimes prefers to creep. He may walk on his hands and soles--this is the last of the stages that finally lead to the upright posture.

Hand Development -- His hand coordination is finer--he picks up small bits of food and eats them quickly. He may pick up a spoon and try to use it. He likes to put his spoon into his cup--in this way he learns about spatial relations. He can play with several small toys, picking them up and dropping them one by one. This is a crude attempt at counting, and it also marks the mastery of his power of release. Now he can play a simple game of ball, grasping it and letting it go.

Language Development -- His language consists of jargon with which he communicates to himself and those around him. The games he can play include simple words and syllables.

Social Development -- This is the heyday of sociality. He loves an audience, enjoys applause and will repeat any performance that brings a response. He is capable of basic emotions like jealousy, affection, and sympathy, and may even have a sense of humor. He loves rhythms and is a great imitator.

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FIFTEEN MONTHS OLD

Body Development -- Now he has reached a plateau of motor development. He can stand alone, walk alone, and prefers walking to creeping. His energy is boundless and he starts, stops, climbs, pulls, strains. This indicates a strong motor drive.

Hand Development -- He loves to throw things, and throwing is an outgrowth of his lately acquired skill of release. He can let go of one block over another to make a crude tower; he can also release a small pellet into a bottle.

Language Development -- He jargons with gestures in a way that promises early speech. He says words like "ta-ta" for thank you, "ma-ma," "da-da," "there," "bye-bye."

Social Development -- He is so aware of his surroundings and interested in exploring them that he has to be restricted in his activities. He is all over the house, seems to be especially attracted to wastepaper baskets. He enjoys pulling things out and, less often, putting them back in. He likes to listen to music, to dance in rhythm to it and even look at a picture book with the help of mother or father.

EIGHTEEN MONTHS OLD

Body Development -- He is so full of motor drive that he runs into nooks and corners, up and down stairs and all around the house. He walks on a broad base, feet wide apart; he runs with a stiff, propulsive, flat gait. His abdomen protrudes; he can coordinate both arms together; he uses whole-arm movements in ball play; he has difficulty in coordinating hands and feet. He likes to lug, tug, dump, push, pull and pound in rapid succession.

Hand Development -- With his hands he can take off his shoes, hat, mittens and unzip a zipper. He likes to close doors, flush the toilet, mop up a puddle and hand his mother his dish when he is finished.

Language Development -- His vocabulary consists of about a dozen words, but he is capable of making many gestures and sounds. His favorite words may be "all gone," "thank you," "bye-bye," "oh my," all of which register completion. He responds to verbal direction, but he must still be managed mostly by actions.

Social Development -- This is the age when the child is "into everything" but never in one place long. His attention span is short, but he does learn in spurts how his household operates and where things are kept.

TWENTY-FOUR MONTHS OLD

Body Development -- The two-year-old cuts his last baby teeth. He still does not walk erect--his knees and elbows are slightly bent, his shoulders hunched, arms held out and back. His abdomen does not protrude as much as it did at 18 months. He leans forward as he runs. He can go up and down stairs without alternating feet and he can kick a ball. It will be another year before he can stand on one foot or pedal a tricycle.

Hand Development -- He can turn a doorknob and crudely imitates a circular stroke on paper. He likes to take things apart and put them together or fit one object inside another.

Language Development -- Jargon is being replaced by sentences. He likes to talk to himself, to repeat words, to name things and to suit words to actions. His vocabulary can vary from six to a thousand words, but this is the year for great language development.

Social Development -- He is not yet mature enough to play with other children. He prefers to play alone or engage in parallel play. He cannot play cooperatively--it is easier for him to watch what others are doing than to participate. He cannot share or let another child play with his toys. He must learn "It's mine" before he can share. He enjoys the human scene and imitates it in his play.

EARLY INTERVENTION AND INFANT PROGRAMS

"One of the most remarkable feats of nature is the birth of a baby. Another, equally remarkable, is the rapid growth that transforms the helpless, dependent newborn infant into the skilled, energetic, and personable toddler within the relatively short span of two years."

How a Baby Grows, Johnson and Johnson Baby Products
Company, New Brunswick, NJ 08903

Not every child, however, realizes his/her potential for growth and development in these important years. Some are born with a physical or mental impairment; others are born prematurely and often experience difficulty in "catching up" in development; still others are born into high risk environments in which parents or caretakers either are unaware of the expected pattern of growth or development in a child or choose to ignore any suspected problems their child might have. "He'll outgrow it " is the cliché frequently used by relatives, friends, and even professionals when faced with signs of delay or impairment of some kind in infants.

Since a child develops faster in the first three years of life than at any other age, it is especially important that a child facing a physical or mental impairment or a high risk environment be given the finest educational beginning possible. Yet it is commonplace in this country that the highest quality of medical care and educational opportunity is given to the middle and upper socioeconomic classes, often residing in suburban areas, while those residing

in rural or ghetto areas, who are the highest risks, receive the least adequate care and educational opportunity.

Work in the Home - a partial solution

No early intervention program can be successful without the active involvement of the child's family. Parents are the ones who provide an ongoing daily program to reinforce and sustain any outside help they may receive. An understanding of the orderly sequence of development that takes place in the early years helps the parents to lead their delayed or handicapped child from one stage to the next. Parents, therefore, are made aware of developmental stages by the home visitor so they can guide their child appropriately without comparing him to others of the same chronological age. The parent also is encouraged to learn to divide everyday activities into small enough steps for his/her child.

Early intervention with infants takes place in two main types of programs: center-based and home-based, or some combination of the two. A center-based program for infants residing in a rural area with scattered population has not generally proved practical. On the other hand, a home-based delivery of services to the family of a delayed, high risk, or handicapped infant on a weekly basis seems to provide an effective means of reaching both the child and the parent or caretaker in the most natural of all surroundings, the home.

Often people ask, genuinely puzzled, "What can you possibly do to help a tiny baby? Wouldn't it be better to wait until the baby is at least three years old or so to work on development?" As mentioned earlier, the first three

years of life are the period of the most rapid growth and development in the entire life of an individual. Much can be done to help stimulate growth and development in a typical baby during those years. Of even greater importance, perhaps, is the stimulation of growth and development in a high risk, delayed, or handicapped child in order to compensate for or overcome difficulties presently being experienced, as well as to prevent future problems from occurring.

Things a Home Visitor Can Do--

Home visitors in an infant program for early intervention/remediation do many things. (1) They arrange for medical evaluations, setting up appointments, providing transportation where necessary, and even suggesting sources of financial aid to families. (2) They evaluate the child by means of assessment tools (tests are made for children under three), individual observation, and information obtained from the parents and physicians. (3) Based upon their observations, the home visitors set goals for the child in a variety of areas: gross motor, fine motor, cognitive, language development, and self-help skills. They plan activities to meet these goals and carry them out with the help of the parents at weekly home visits. (4) The home visitors aid the parent in dealing more effectively with the child, providing activities, modeling, reading materials, etc. (5) When the child turns three, the home visitor arranges a staffing where necessary to provide the most appropriate educational placement for the child. A home visitor does all these things and many more to provide support and aid to parents in helping them become the most effective parents possible to their children.

"Get 'em while they're young" is the slogan of one model infant project. Perhaps that slogan conveys in a nutshell the message of the importance of early intervention/remediation.

Macomb 0-3 Regional Project
Rural Child/Parent Service
27 Horrabin Hall
Western Illinois University
Macomb, Illinois 61455

Baby Buggy Materials

Baby Buggy Paper #121	Water Activities
Baby Buggy Paper #131	Using a Mobile Unit (Revised)
Baby Buggy Paper #140	Developmental Language Chart 0-6
Baby Buggy Paper #151	Integration of Uzgiris & Hunt with Vort
Baby Buggy Paper #152	SAAP (Revised)
Baby Buggy Paper #153	Using the SAAP
Baby Buggy Paper #154	SAAP (Replication Edition)
Baby Buggy Paper #155	Fortran IV Program
Baby Buggy Paper #156	Annotated Examples of Charting
Baby Buggy Paper #157	Parent Charting of Long Term Goals
Baby Buggy Paper #158	Design and Timeline for Evaluation
Baby Buggy Paper #161	Cross Referencing: Core Curriculum with Alpern-Boll
Baby Buggy Paper #162	Cross Referencing: Alpern-Boll with Core Curriculum
Baby Buggy Paper #163	Curriculum Development in the Macomb 0-3 Project
Baby Buggy Paper #164	Development of Bi-Yearly Goals
Baby Buggy Paper #165	Activity Plans for Home Visits
Baby Buggy Paper #171	Developing a Referral System
Baby Buggy Paper #172	Developing General Awareness of the Importance of Early Intervention
Baby Buggy Paper #173	When a Child Turns Three
Baby Buggy Paper #174	Maintaining Communication and Coordination with the Medical Community
Baby Buggy Paper #175	Establishing a Functional Advisory Council
Baby Buggy Paper #201	Toy Workshop
Baby Buggy Paper #240	Parents' Bibliography
Baby Buggy Paper #241	Language Development
Baby Buggy Paper #242	Toilet Paper
Baby Buggy Paper #300	Staff Bibliography
Baby Buggy Paper #401	Working Together to Serve Language-Impaired Children
Baby Buggy Paper #411	Undifferentiated Staffing Pattern
Baby Buggy Paper #501	The Story of "Baby Buggy" or the Development of a Project Logo
Baby Buggy Book #1	<u>Have Wagon: Will Travel</u>
Baby Buggy Book #2	<u>Everything AND the Kitchen Sink</u>
Baby Buggy Book #3	<u>Your House or Ours</u>
Baby Buggy Book #4	<u>You Can Make It, You Can Do It</u>

Macomb 0-3 Regional Project
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macomb 0-3 regional project

NEWSLETTER

October, 1977

Vol. II, No. 1
Editor: Nancy McKee

rural child-
parent service

REFUNDED The Macomb 0-3 Regional Project, housed at WIU, was refunded by the Bureau of Education for the Handicapped for the third year (FY 77-78) as a demonstration project. Its primary purpose is the development of a model for delivery of services to families of handicapped, high risk, and developmentally delayed children, from birth to three years, who reside in a rural area. As model projects are funded by BEH for only a three-year period, the staff of the Macomb 0-3 Project is seeking continuation of delivery of services in forthcoming years through local and regional funding sources. Any help from our readers will be gratefully appreciated.

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MEDICAL COMMUNITY The last issue of the Newsletter described efforts at establishing trust within the medical community. Such trust continues to develop, with an increasing number of referrals coming directly from physicians, hospitals, public health departments, Crippled Children's Clinics, and mental health centers. Branches of the Illinois State Department of Child and Family Services also have come to value the work done by our Child Development Specialists (CDSs) with parents and siblings as well as infants in the homes.

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COMMUNITY AT LARGE Staff members have become increasingly involved in community groups, projects, and planning. Such involvement is of benefit to the three-county area (Fulton, Hancock, McDonough), resulting in cross-referrals, avoidance of duplication of services, and positive human services planning which includes infants from day of birth. Consequently, the staff gives frequent presentations and mini-workshops to local service groups, ministerial alliances, and other professional organizations, along with taking an active role in county interagency councils, health fairs, etc. Our interests begin with and focus on helping the family of an infant who is in some way handicapped or delayed, but they also extend to promoting the well-being of all handicapped persons through active community involvement.

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DISSEMINATION Attached to this newsletter is a price list of available dissemination materials which have evolved from over two years of work in an infant project. The "Baby Buggy Papers" take their name from the CB "handle" used by our CDSs in their travels in the Project's mobile unit. Fees cover cost of duplicating and mailing.

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RECOGNITION BY BEH Two staff members, Dr. Patricia Hutinger (co-director) and Ms. Cathleen Hommel (CDS) have been chosen by the Bureau of Education for the Handicapped (U.S. Office of Education) to serve as field readers for proposals for new grants in the area of early childhood handicapped education.

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COMING EVENTS:

- BEH Project Directors; Meeting--October 25-28, 1977--
Washington, D.C.
 - Council for Exceptional Children (CEC) convention--
November 10-12, 1977--Chicago
 - National Association for the Education of Young Children
(NAEYC) convention--November 10-13--Chicago. (Macomb
0-3 staff member will serve as resource person in
"Spotlight on Infants.")
 - Illinois American Psychological Association (IAPA) convention--
November 18, 1977--Chicago. (Macomb 0-3 staff members
will participate with other local 0-3 projects in a
panel discussion on infant projects.)
 - McDonough County Health Fair--December 1, 1977--Western
Illinois University Union. (Macomb 0-3 staff members
will participate in the displays and demonstrations.)
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A THOUGHT WORTH REMEMBERING:

"Wisely and slow; they stumble that run fast."

William Shakespeare (Romeo and Juliet)

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macomb 0-3 regional project

NEWSLETTER

June, 1978

Vol. II, No. 2

Editor: Nancy McKee

rural child-
parent service

NOW THAT WE'RE THREE The Macomb 0-3 Regional Project, housed at Western Illinois University in the College of Education, began in July, 1975, as a three-year demonstration grant funded by the Bureau of Education for the Handicapped. The primary purpose of the grant was the development of a model for delivery of services to families of handicapped, high risk, and developmentally delayed children, from birth to three years, who reside in a rural area. At the end of the three-year period, the model delivery service system, if demonstrated to be effective and workable, is to be replicated by already existing agencies and funded at the local level. The staff of the Macomb 0-3 Project, under the direction of Dr. Patricia Hutingler, is happy to inform all our friends and interested professionals that local continuation of the Project has been negotiated. The Baby Buggy (Project logo) will continue to roll in west-central Illinois!

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WHERE DO WE GO FROM HERE? Services to handicapped and developmentally delayed young children will be available to the residents of Fulton County through the auspices of the Community Workshop and Training Center, Inc., 500 N. Main St., Canton, Illinois (61520). A joint agreement was made between the Macomb 0-3 Project and the Community Workshop for the latter to serve as a continuation/demonstration site of the Project. Services begin July 3, 1978, and referrals can be made directly to the Fulton County Public Health Department or the Community Workshop (309-647-6510). . . . In McDonough County, a joint agreement was negotiated between the Macomb 0-3 Project and the McDonough County Rehabilitation Center for the latter to serve as a continuation/demonstration site. Services to handicapped and developmentally delayed young children will be available to the residents of McDonough County at the Rehabilitation Center, 900 S. Grant Road, Macomb, Illinois (61455). Referrals may be made to the Center (309-837-4876) beginning the end of July, 1978. Funding for the positions of Child Development Specialist in both the Canton and Macomb sites was made available through the Department of Mental Health of the State of Illinois.

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MORE NEWS The Macomb 0-3 Regional Project, though no longer engaged in direct delivery of services to handicapped children, has been awarded an Outreach grant for FY '78-'79 from the Bureau of Education for the Handicapped. As members of an Outreach Project, the staff will be involved in training professionals and paraprofessionals in the area of Early Childhood Handicapped, both in the Project office (27 Horrabin Hall, Western Illinois University) and also on-site. Staff members will also be involved in consultation, in-service training, production of new materials, and establishment of new infant projects throughout western Illinois, Iowa, and Missouri.

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TO THOSE WITHOUT WHOSE HELP Heartfelt thanks to all of you who have supported the Project in any way during the past three years. Because of your interest and involvement, not only have more people become aware of the importance and necessity of early intervention with young handicapped and delayed children and their parents, but also an increasing number of these families will continue to be able to receive the help and support they so urgently need. To our friends at the university, in the communities throughout the three-county area, in other infant projects throughout the state and nation, and at the Bureau of Education for the Handicapped, we extend our thanks for the opportunity given us to be of service.

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APPENDIX M. CONTINUATION AND REPLICATION
(Copies of Baby Buggy Papers and
Baby Buggy Books are not included in
this report. They may be obtained
upon request at the Project office.)



Project News

Designed to acquaint readers with the activities of other projects, this section is available for news written by project personnel or WESTAR staff. Projects desiring to submit articles for possible publication should contact the WESTAR NEWSLETTER Editor, 1107 N.E. 45th, University District Building, Suite 215, Seattle, WA 98105.

Baby Buggy: A Symbol for Marketing Dissemination Materials

by Patricia L. Hutinger
and Nancy McKee

One of the first tasks faced by an HCEEP project in its first year is that of beginning to develop dissemination materials to "spread the word" regarding the project's activities. The Macomb 0-3 Regional Project met that task through the development of a unique logo, the Baby Buggy, which has been the unifying element for a series of Baby Buggy papers, Baby Buggy Books, and other materials for project dissemination. The logo is closely related to the project's delivery strategy which makes use of a mobile unit in rural areas. The mobile unit has a citizens band (CB) radio--and the handle for the CB is "Baby Buggy." From that somewhat inauspicious beginning, the Baby Buggy logo has developed into the colorful symbol for advertising and marketing the project's dissemination packages and strategies.

The Baby Buggy now firmly identifies the Macomb 0-3 Regional Project, a third-year demonstration project in the Handicapped Children's Early Education Program funded by the Bureau of Education for the Handicapped. The project, located at Western Illinois University in Macomb, Illinois, is a rural project which provides services for the education/remediation of handicapped and high-risk children from birth to three years of age, and their families. Because the families live in a widely scattered pattern throughout a three-county rural area, a major part of the project's delivery strategy is use of the mobile unit, a "room on wheels" which travels around the countryside.

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The mobile unit, a modified Jamboree Motor Home, is used in a variety of ways. The Baby Buggy provides not only transportation to the homes for the Child Development Specialists (CDSs), but also is a space for on-site home visits. The mobile unit is often used as a model demonstration area for work with child and parent. It can be used to hold small sharing centers for two project families who live close together. In a sharing center, parents, children, and siblings gather together with the CDSs to take part in developmental activities and educational experiences. The mobile unit can also provide transportation to physicians' offices, public health clinics, and medical centers for diagnostic work and inoculations when no other form of transportation is available.

The CB radio was installed after several harrowing experiences in winter weather on remote country roads. The CB was a necessary means of communication for the CDSs when they were traveling in the mobile unit. When one of the CDSs half jokingly suggested "Baby Buggy" as a "handle" for the CB, we all laughed! Upon further reflection, the Co-Directors decided that it might provide the descriptive, easily recognizable symbol they had been searching for.

At a TADS conference in October, 1976, a media consultant strongly advised the Macomb 0-3 Project to develop a unique logo, suggesting that the CB "handle" provide the creative stimulus. Although the project staff laughed as they thought about a series of Baby Buggy papers, work commenced on developing the Baby Buggy logo. Drawings of baby buggies of various sizes and shapes filled page after page. Ideas came from all sides, and soon the format for project stationery, cover sheets, and posters was completed. The design was developed by the project without the help of a paid artist.

The Baby Buggy was off and rolling, not only in its original form as a mobile unit whose sides identified the project vehicle on "hard roads" and dirt roads throughout west-central Illinois, but also in a variety of dissemination products generated by the project staff. Baby Buggy letterhead stationery was used to print newsletters to parents and the general public;

posters were made to advertise project-sponsored in-services; even typically bland covers for BEH proposals and progress reports soon were replaced by the ever-rolling baby buggy cover sheets, now laminated to both look better and hold up longer.

From the first year, a series of working papers were initiated which explained various project components. With the advent of the Baby Buggy logo, those papers became "Baby Buggy Papers." They are numbered according to a classification system, so that a 100-level paper is one which deals with an aspect of delivery strategies, 200 deals with parent participation, 300 deals with staff in-service, while 400 deals with personnel. The series of working papers now encompasses a variety of topics of interest to other parent/infant educators. Topics include toilet training, parent and staff bibliographies, language development, use of a mobile unit in a rural project, water activities, and toy workshops for parents.

Two Baby Buggy Books, a sharing center curriculum, and a booklet of ideas for activities using common household items, were produced in 1977. A third one, describing home visit procedures, is in production. The potential for more and varied dissemination products using the Baby Buggy logo seems unlimited.

Baby Buggy has evolved from a casual remark by a staff member into an easily recognizable, colorful and pertinent logo which identifies the Macomb 0-3 Regional Project. What's more, the wheels keep turning. . . .



EARLY INTERVENTION THROUGH INFANT PROGRAMS: STATE OF THE ART

by

PATRICIA HUNTINGER AND NANCY MCKEE

Macomb 0-3 Regional Project: A Rural Child/Parent Service

Although early intervention during infancy and the years before three has both proponents and opponents, when the infants and toddlers are handicapped, developmentally delayed, or at risk for some other reason, early intervention seems to be extremely important. Benefits to children and families are great, though not always measurable with conventional instruments. Belief in the importance of intervention through infant/parent education has led to the funding of infant projects through a variety of agencies including the Bureau of Education for the Handicapped (BEH), private agencies, and through state monies, to name a few. The fact that various funding agencies are actually willing to put money into infant education or intervention programs demonstrates more than passing interest in such programs and their benefits. The present article discusses the importance of early intervention, describes legislation and funding which affects infant programs, focuses on an Illinois Consortium which can help the state in both training and establishment of infant projects, and finally, describes a specific infant project presently functioning in Illinois. The operation of intervention programs for the child under three practically presupposes concurrent inclusion of parents (or primary caretakers) and other family members. Throughout this paper, as the writers refer to infant programs they are alluding to programs that include both child and family. The terms "infant education" and "infant intervention" are used interchangeably.

IMPORTANCE OF EARLY INTERVENTION

According to Alice Hayden, one of the most prominent professionals in the field of Early Childhood Handicapped education today, "this is indeed the era of the young child." (1) While pockets of ignorance, apathy, or disagreement still exist throughout the country, more and more people are becoming convinced not only of the importance but also of the necessity of early intervention. In the past ten years an explosion of research has generated new knowledge in almost all areas of infant development. From scholarly articles and studies reported in professional journals, textbooks on infant development and the techniques of working with parents, symposia, workshops and conferences throughout the country, and even popular articles in Sunday supplements and women's magazines, the message is coming across loudly and clearly that strategies that include working with babies, monitoring their early development, fostering good nutrition for both infants and the members of their families, all produce desirable outcomes in children, both typical and atypical. As a participant in a recent White House Conference on Children stated simply and succinctly, "What the best and wisest parent wants for his own child, that must the community want for all its children." (2)

Although much of the current research has centered upon normal development in infants, a number of studies have also been conducted with handicapped infants. Researchers involved in studies of babies with Down's Syndrome who have been reared at home have discovered that by means of early teaching these children progress at faster rates and achieve much higher levels than was formerly thought possible (Hayden & Haring, 1976; Bricker & Bricker, 1973; Rynders & Horribin, 1975). (3) Perhaps a study familiar to many readers is the demonstration of the effectiveness of certain types of training with cerebral palsy and other types of physically handicapped babies (Bobath, 1967). (4) Promising results have also been achieved by researchers working with infant programs for deaf or hearing impaired infants (Downs, 1968) or for blind or visually impaired infants (Fraiberg, 1971). (5)

Increased knowledge of normal development in infants has led to an earlier awareness and recognition of delay and possible handicapping conditions in babies who do not evidence the responsive behaviors typical of normal infants. In some cases, handicaps are now able to be spotted even before birth through amniocentesis. As a result, treatment for certain disorders can in some cases be initiated even before the birth of the infant.

Advantages of early intervention to both parents and children are many and varied. They include positive changes in parents' childbearing behaviors, skills, values and attitudes: parents appear to be more accepting of their children; more conscious of their children's feelings and needs; more aware of the importance of talking and singing to their children in order to develop language skills; more aware of individual differences in children; and more aware of the availability of community agencies in meeting their needs. Parents who have participated in infant projects seem to enjoy their children more, a highly intangible but extremely important outcome. Advantages to the children are impressive, as documented in pre-post and experimental-control group comparisons of infants involved in Parent-Child Development Centers.(6) They consist of gains in intellectual-language development, including greater attentiveness and response to new experiences in the first year; greater skills in dealing with problem-solving situations; greater vocalization and more complex language skills achieved; significantly higher general cognitive development as measured by formal assessment tools; earlier and stronger attachment to mothers, followed by greater ability to relate to strangers in second and third years; and more complex interactions with adults, including more and richer play behaviors and fantasy.

Researchers have learned from recent studies that child development is a continuous process; that early intervention is most effective when it makes a lasting change in a child's environment; and that the duration of intervention seems to be "the longer the better." (7)

LEGISLATION AND FUNDING SOURCES AFFECTING EARLY CHILDHOOD HANDICAPPED

The growing awareness of the importance of early intervention is reflected in recent legislation enacted throughout the country. In 1968 Congress first indicated its interest in the area of Early Childhood Handicapped by appropriating funds for special projects around the country. These projects, called the Handicapped Children's Early Education Projects (HCEEP), were funded through the Bureau for the Education of the Handicapped to develop and demonstrate early education programs for handicapped children. In 1974, the State Implementation Grant program was funded; its purpose is to encourage and reward states by providing support for the implementation of state level comprehensive handicapped children's early childhood plans. Technical assistance and training is presently provided both to the projects in the HCEEP network and to administrators of the State Implementation Grants through TADS (Technical Assistance Development System) and WESTAR (Western States Technical Assistance Resource). In 1975, with the passage of PL 94-142, attention of the entire nation was directed to the educational rights and needs of all handicapped. Federal interpretation of "Full Educational Opportunity" would imply that all handicapped children between the ages of birth through 21 will be covered. However, service to the 0-3 age group is merely a goal to which states aspire, not necessarily the subject of regulatory enforcement. Federal funds for the 0-3 age group are not prohibited, but neither are infant programs given financial support.(8) Timelines for implementation of PL 94-142 are September 1, 1978, for all handicapped children ages three through 18 and September 1, 1980, for all children ages three through twenty-one.

The degree to which the individual states throughout the country have responded to the mandate of PL 94-142 varies. Four states (Iowa, Maryland, Michigan, and South Dakota) have mandatory services from birth covering all handicapping conditions. Eighteen states have permissive legislation for birth through four, five, or six. Eleven states have mandated service to children three and above, and include all eligible handicapping conditions. In 25 states there is permissive legislation for children three and above. Our own state of Illinois was one of the earliest (1965) to pass legislation mandating services from 3-21; permissive legislation for handicapped children 0-3 is now required in order to encourage local educational agencies to provide infant

programs. Mandated services for the 0-3 age group should then logically follow.

Since it is unknown whether such legislation may be forthcoming in the near future, other agencies besides the local educational agencies will very likely be responsible for maintaining ongoing programs for the infant and toddler group. Both mental health and public health agencies have expressed interest in maintaining or developing infant programs. Such agencies can operate infant projects without further legislation.

During the 1978-79 school year, regional associations will again be allowed to continue their 0-3 programs in Illinois, for a one-year period. If the state is to have successful infant programs, however, a funding base that is secure from year to year must be negotiated to avoid further operating in the dark because of uncertainty from year to year as to whether or not services will be refunded. Further potential funding sources for infant projects include United Way boards in communities, local philanthropic groups, churches, and even day care centers.

A NEW DIRECTION: BEH FIRST CHANCE CONSORTIUM

Seven members of the HCEEP network funded by BEH are located in Illinois. Until recently, these infant and preschool projects operated independently of one another, working diligently to develop and disseminate their respective models for delivery of services to young handicapped and delayed children and their families. In January, 1978, however, a BEH First Chance Consortium was formed. Members of the Consortium include the Peoria 0-3 Replication Project, Project RHISE/Outreach (Rockford), Schaumburg Early Education Center, Macomb 0-3 Regional Project, Little Egypt Early Childhood Project (Marion), RAPIIT Project (Champaign), PEECH Project (Champaign), and the Illinois Office of Education. The purpose of the Consortium is to apply the collective expertise of the members to the critical issues concerning Early Childhood programming in the state of Illinois, taking a pro-active stance in relation to these issues. The Consortium also acts as an ad hoc advisory committee to the State Advisory Board on Special Education. The Consortium and the Illinois Office of Education sponsored an Early Childhood Training Seminar on April 12-13, 1978, in Champaign, Illinois, attended by approximately 150 individuals. Recognition of the expertise developed by staff members of the BEH projects through utilization of these projects as data sources to provide IOE with necessary evaluative information for policy changes and/or recommendations indicates willingness and eagerness on the part of the state Office of Education to implement PL 94-142, with all its many ramifications, as efficiently, imaginatively, and resourcefully as possible.

A SPECIFIC EXAMPLE: DELIVERY OF SERVICES IN WESTERN ILLINOIS

Services are delivered in Fulton, Hancock, and McDonough Counties to handicapped, high risk, and developmentally delayed young children, ages zero to three, and their parents by the Macomb 0-3 Regional Project, a rural child/parent service funded by the Office of Education, Department of Health, Education, and Welfare. A member of the HCEEP First Chance Network of the Bureau of Education for the Handicapped, the Project began in 1975 as a three-year demonstration grant in the College of Education, Western Illinois University, Macomb, Illinois. During the past three years over 85 children and their families have been served by the home-based project, while numerous others have been screened and referred to appropriate area agencies. Negotiations are at present underway with BEH for an Outreach grant to train professionals in west-central Illinois and other regional locations in the area of Early Childhood Handicapped, with particular emphasis on development of infant projects. The area is also fortunate to have a regional 0-3 project from the Western Illinois Association, which functions in an 11-county area.

In the Macomb 0-3 Project, services are available to any handicapped, high risk, or developmentally delayed children from birth to three years who live in the target area and whose parent(s) agree to participate in the Project. Child-find in the area has consisted of general awareness activities, face-to-face contacts with local helping agencies and professional personnel, participation in interagency councils, close cooperation with professionals (including consultation and Project-sponsored in-services), and encouragement of the formulation of a screening system to be used by physicians (McDonough County). Referrals are made directly to the Project, but the local educa-

tion agency (Special necessary planning age of three.

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Parents play activities and in study groups, an Several parents a remains that of l

Although inf throughout the U need such a progr handicapped and funding exists in have been well e of the state. Thr and the Illinois Fi a network of qual

tion agency (Special Education Cooperative) is kept informed of caseload so that staffings and necessary planning can be arranged for each child in need of special educational services at the age of three.

Three main steps are involved after a child is enrolled in the program: medical stabilization, parent and family stabilization, and individualized developmental activities. After initial observation, assessment (both formal and informal), evaluation by the consultant occupational therapist where necessary, and discussion with the parent(s), a bi-yearly plan is developed for each child. Activities based on the child's bi-yearly goals are planned for home visits. At the end of six months, the child's bi-yearly goals are reviewed and revised as necessary.

Activities are planned in five general areas: fine motor, gross motor, self-help skills, language, and cognition. The Core Curriculum developed by the Project staff consists of bi-yearly goals from which Piagetian-based activities are derived. Activities are planned for children of varying developmental levels, since most handicapped children progress through many of the same developmental stages as do typical children, but at a slower rate.

Since the Macomb 0-3 Regional Project is a home-based rather than center-based program, the home visit is a key component. Child Development Specialists (CDSs) come to the home on a weekly, semi-monthly, or monthly (high risk monitors) basis for approximately one hour each visit. The CDS works closely with the parents and/or primary caretaker, helping them to interact more effectively with their children. In some cases, parents or primary caretakers are asked to record the child's behavior on a jointly chosen activity each week, using a simple charting procedure. Child data is then fed into the computer, where it is stored in a bank of on-going data about individual child performance.

Another component of the program is the sharing center. Parent sharing centers, combining typical and atypical children and their parents, meet every two weeks. At sharing centers, children, parents, and CDSs come together to share activities, experiences, and ideas for mutual growth. Parents are a basic part of the sharing center, helping to plan activities, working with the children, and taking advantage of the opportunity to talk among themselves.

A second type of optional sharing center is the WADE program, held at a local YMCA as part of the Mom 'n Tot Swim Program. Originally developed for physically handicapped children, the water activities program is popular with many of the Project families. Parents and CDSs work together on many different kinds of skills in the water, eliminating fear of the water and fostering motor development.

In serving a rural area, Project staff use a mobile unit nearly every day. The Jamboree camper-type vehicle has been modified in order that home visits and mini-sharing centers might be held inside. It was from the "handle" of the CB radio in the mobile unit that the Project logo was developed—BABY BUGGY.

Parents play a key role throughout the infant program. Without parents' cooperation in activities and in recording those activities, home visits would not be effective. Sharing centers, study groups, and other activities such as toy workshops involve active parent participation. Several parents also serve on the Project Advisory Council. A principal objective of the Project remains that of helping individuals become the most effective parents possible to their children.

SUMMARY

Although infant projects to serve handicapped and at risk children and their parents exist throughout the United States, they service only a relatively small number of the families who need such a program. Intervention before three years of age has demonstrated practical gains in handicapped and at risk children. Research is substantiating such gains, and legislation and/or funding exists in some states and is on its way to passage in others. In Illinois, infant projects have been well established in some areas for the past three years, longer in more populated areas of the state. Through learning from both the mistakes and the expertise of established programs and the Illinois First Chance Consortium, the state of Illinois is well on the way toward developing a network of quality infant projects to serve handicapped and at risk children and their families.

REFERENCES

- (1) Crystal E. Kaiser and Alice H. Hayden, "The Education of the Very, Very Young or But What Can You Teach An Infant?", *Educational Horizons*, Vol. 56, No. 1. Pi Lambda Theta, Inc., Fall 1977, p. 3.
- (2) John H. Meier, "The Long Range Results of Early Identification and Intervention and Some Salient Ethical/Social/Political Considerations," *DEC Communicator*, Vol. 4, No. 2. Division for Early Childhood, The Council for Exceptional Children, Reston, Virginia, p. 30.
- (3) Crystal E. Kaiser and Alice H. Hayden, *op. cit.*, p. 6.
- (4) *Ibid.*, p. 7.
- (5) *Ibid.*, p. 7.
- (6) John H. Meier, *op. cit.*, p. 37.
- (7) Bernard Brown, Office of Child Development, Department of Health, Education, and Welfare. "Long-Term Gains from Early Intervention: An Overview of Current Research." Paper presented at the 1977 Annual Meeting of the American Association for the Advancement of Science, Denver, Colorado, February 23, 1977.
- (8) Mary Maddox, WESTAR Assistant Director, from a speech entitled "Federal Directives" delivered at the Special Education Early Childhood Training Seminar, Champaign, Illinois, April 12, 1978.

* * *

THE CONSULTANCY MODEL: CONCEPT AND PROCEDURE

by

SUE WILKE

Training Coordinator, Children's Program

Project RHISE, Outreach

Stephen E. Guedet, Director

INTRODUCTORY STATEMENT: Children's Development Center operates a facility for handicapped children from birth to 21 years of age, offering comprehensive day treatment programs including: special education; occupational, physical and speech therapy; psychology and diagnostic services. Project RHISE was initiated by Children's Development Center in FY 1974 and funded by BEH/HEW to develop a demonstration model for the purpose of identifying and providing programs for handicapped infants directly in the lower socio-economic and rural communities within a 50 mile radius of Rockford. The Project rationale was based on the belief that there is a significantly underserved population of handicapped children residing in these areas due to the lack of professional and community awareness, and the limitations of available program resources.

Based on the demonstrated success of Project RHISE, Children's Development Center applied for and received funding from BEH/HEW to take the RHISE model and its identified components and make it available to provide technical assistance to develop new programs and stimulate high quality in existing ones. The model components developed by Project RHISE for the children and parent programs have been adopted by the Early Intervention Program at Children's Development Center, which serves as the continuation, demonstration site.

EXCHANGE OF SERVICES AGREEMENT

BETWEEN THE FULTON COUNTY COMMUNITY WORKSHOP AND TRAINING CENTER, INC. (CWTC) AND THE MACOMB 0-3 REGIONAL PROJECT (MACOMB 0-3)

WHEREAS, The Fulton County Community Workshop and Training Center, Inc., and the Macomb 0-3 Regional Project have a mutual desire to continue services to the 0-3 population in Fulton County by utilization of the existing model developed by Macomb 0-3:

1. CWTC will provide a demonstration site for the Macomb 0-3 model components.
2. Macomb 0-3 will refer individuals to CWTC for evaluation and direct services; CWTC will refer individuals for professional training and/or consultation to Macomb 0-3.
3. Referring staff will have input into the goals of referred clients when appropriate.
4. With proper releases, information generated will be available for reference to each agency.
5. Macomb 0-3 will provide services in training, awareness, consultation, and product development, refinement, and revision.
6. With proper releases, CWTC will provide a site for development of training films, slide presentation, and other training/dissemination materials.
7. CWTC will provide services in homebound infant training for infants at risk, and sustaining care and training for infants in residential facilities.
8. The central location of the 0-3 Program will be the Administrative Offices of CWTC at 500 N. Main, Canton, Illinois (61520) with a satellite office at the original WIU Offices, Horrabin Hall, Western Illinois University, Macomb, Illinois (61455).
9. Pauline A. Matthews, Education Coordinator, CWTC, will assume the responsibility of administration of the program in cooperation with Dr. Patricia Hufinger, Director of the Macomb 0-3 Project, and in conjunction with the McDonough County Rehabilitation Center, Macomb, Illinois. All personnel in the 0-3 Program serving Fulton County will be under the supervision of the Education Coordinator.
10. The Community Workshop & Training Center, Inc., staff will serve as consultants and/or provide direct services.

11. Educational supplies currently used by the Macomb 0-3 Project will be shared with CWTC staff for use in the direct service program.
12. The mobile unit for home visits will be shared on a scheduled basis with the McDonough County Rehabilitation Center, the Community Workshop & Training Center, Inc., and the Macomb 0-3 Outreach Project.
13. The administrators of Macomb 0-3 and CWTC will make every effort to coordinate all new and existing programs to fill in service gaps and avoid duplication.

6-26-78

Date

Joseph Budde

Joseph Budde

Executive Director

Community Workshop and Training Center, Inc.

6/22/78

Date

Pauline A. Matthews, M.S. Ed.

Pauline A. Matthews, M.S. Ed.

Community Workshop and Training Center, Inc.

6/26/78

Date

Patricia L. Huting

Patricia L. Huting, Ed.D.

EXCHANGE OF SERVICES AGREEMENT
BETWEEN MACOMB 0-3 REGIONAL PROJECT (MACOMB 0-3)
AND McDONOUGH COUNTY REHABILITATION CENTER (MCRC)

WHEREAS, McDonough County Rehabilitation Center and Macomb 0-3 Regional Project have a mutual desire to continue services to the 0-3 population by utilization of the existing model developed by Macomb 0-3:

1. MCRC will provide a demonstration site for the Macomb 0-3 model components.
2. Macomb 0-3 will refer individuals to MCRC for evaluation and direct services; MCRC will refer individuals for professional training and/or consultation to Macomb 0-3.
3. Referring staff will have input into the goals of referred clients when appropriate.
4. With proper releases, information generated will be available for reference to each agency.
5. Macomb 0-3 will provide services in training, awareness, consultation and product development, and refinement and revision.
6. With proper releases, MCRC will provide a site for development of training films, slide presentations, and other training/dissemination materials.
7. MCRC will provide services in homebound infant training for infants at risk, work evaluation, work adjustment, work activities for severely handicapped, sustaining care for nursing homes, information and referral for handicapped persons.
8. Educational supplies currently used by the Macomb 0-3 project will be shared with MCRC staff for use in the direct service program.
9. The mobile unit for home visits will be shared on a scheduled basis with the Community Workshop and Training Center 0-3 Project in Fulton County.
10. The administrators of Macomb 0-3 and MCRC will make every effort to coordinate all new and existing programs to fill in service gaps and avoid duplication.

June 12, 1978
date

Patricia L. Hutterger
Patricia L. Hutterger,
Macomb 0-3 Regional Project

June 26, 1978
date

James H. Starnes
James H. Starnes, Director
McDonough County Rehabilitation Center

PROPOSAL

To: McDonough County Board

From: Dennis L. Edinger, Ph.D. and Patricia L. Hutinger, Ed.D., Co-Directors,
Macomb 0-3 Regional Project

Date: November 8, 1977

Purpose: Request for the position of one Child Development Specialist, Macomb 0-3 Regional Project, to be assigned to the McDonough County Public Health Department. The position would be full-time, July 1, 1978 - November 30, 1978. The present proposal is advanced to the McDonough County Board for review and inclusion in their proposed budget for FY 77-78.

Clients served: 43 children and their families who reside in McDonough County.

Amount requested: \$5,000 (based on 12 months @ \$1,000 per month) - represents salary for 5 months.

Support: Mr. Randall Haut, Director of the McDonough County Public Health Department, has indicated his support for the following proposal. (See attached letter of support.) Details are to be worked out between Mr. Haut, with approval of the board, and Drs. Edinger and Hutinger, with the approval of the Macomb 0-3 Regional Project's Advisory Council.

Description: The Macomb 0-3 Regional Project is a rural model project which serves handicapped and high risk infants and toddlers and their families. It has been funded by the Office of Education, Department of Health, Education, and Welfare. The earlier work is started with a handicapped or high risk youngster, the more likely it is that the child will make positive gains. In some instances, early intervention alleviates the need for further services and the child can function in typical classrooms.

A member of the Handicapped Children's Early Education Program (HCEEP) of the Bureau of Education for the Handicapped, the Project began in 1975 as a three-year demonstration grant in the College of Education, Western Illinois University. Services are delivered in Fulton, Hancock, and McDonough Counties. The 0-3 Project has developed a model home-based delivery system of services to handicapped, high risk, and/or developmentally delayed infants, ages zero to three years, and their parents who reside in rural areas. The program was funded to develop and demonstrate imaginative, workable ways to deliver services to handicapped young children, programs which can then be replicated by already existing agencies such as schools, mental health centers, city, county, and state-sponsored agencies, universities, or other infant projects.

Need and Justification: Since the Macomb 0-3 Regional Project is now in its third year of a three-year grant, local funding for maintaining delivery of services in west-central Illinois is being sought. During the past year, close cooperation has existed between the McDonough Public Health Department and the Macomb 0-3 Regional Project. Public Health nurses have been a referral source for 12 of the 43 children served by the Project in McDonough County. Client-centered consultation between Child Development Specialists in the Project and Public Health personnel take place periodically. As a result, staff of the Public Health Department are aware of the work done by the Project, its recognition by the local medical community, and the receptiveness and enthusiasm for the Project on the part of the families being served. The staff of the 0-3 Project, in addition, has provided community service by sponsoring a series of in-service training sessions for area professionals and para-professionals, disseminating to the community at large the importance of early intervention with infants who are handicapped or delayed, along with having actively participated on day care boards, task forces, and interagency councils.

In addition, Public Law 94-142, The Education for All Handicapped Children Act of 1975, affirms the right of all handicapped children to appropriate education. By September 1, 1978, public education agencies must provide special education to handicapped children in an appropriate program. Children from 3 to 18 years of age must be identified and placed in the least restrictive environment. Only after this requirement has been met can services be made available to children from birth to three years of age. In Illinois, then, there will be no educational monies available for 0-3. In order to fill this service gap and to provide rural families of young children under three with handicapping or delaying conditions, home-bound programs such as the one developed and demonstrated successfully by the Macomb 0-3 Regional Project are necessary.

As model projects are funded by the Bureau of Education for the Handicapped for a three-year period only, the staff of the Macomb 0-3 Project is seeking continuation of delivery of services to the area in coming years through local and regional funding sources. No one local agency has the resources to support the entire cost. A community-wide pooling of resources, however, can result in the continuation of badly-needed services to families with handicapped or delayed infants. Materials, equipment, and space are already available; however, monies are needed for personnel. Cooperation among the McDonough County Public Health Department, the McDonough County Rehabilitation Center, and Western Illinois University will insure the continued provision of service delivery.

Providing families of handicapped and delayed infants necessary support and direction provides the youngsters involved with a far better start in life than they could have expected otherwise, and in some cases results in breaking a vicious cycle of poverty, ignorance, and poor school

performance. Working with a child and his parent(s) in the first three years of life in many cases prevents costly and unnecessary enrollment in special education classes or institutionalization in the future.

Explanation of Position Requested: The present proposal consists of a request for funding for one Child Development Specialist for five months, to be housed in space donated by Western Illinois University in the present office (27 Horrabin Hall, College of Education), whose duties would be to work for the McDonough County Public Health Department in serving families of children, ages zero to three, who are in some way handicapped, high risk, or developmentally delayed. The Child Development Specialist goes on home visits, plans activities, works with parents, conducts sharing centers, and seeks appropriate medical services. At present the Macomb 0-3 Regional Project has 3 full-time Child Development positions.

McDonough County Health Department

3 Doctors Lane

Macomb, Illinois 61455

Telephone 833-2002 or 837-1935

November 8, 1977

McDonough County Board
Macomb
Illinois

The purpose of this letter is threefold: to support the Macomb 0-3 Project and the continuation thereof in McDonough County; to qualify that support based on McDonough County Health Department priorities; to suggest areas of special concern.

The 0-3 Project has been highly successful in McDonough County. In referring children to the 0-3 Project, our staff has felt confident that the youngsters were getting satisfactory developmental training which would enhance their chances for a better future. We feel the 0-3 Project lends continuity to the objective of total health care for the individual. We have excellent cooperation in coordinating efforts to supply health and special training care to the population of youngsters who were born at high risk.

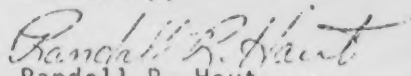
We feel a community need is being fulfilled by the 0-3 Project and that this program certainly lies within the scope of public health. We do support the proposal to continue this program to hire a Child Development Specialist to be assigned to the McDonough County Health Department.

Secondly, I wish to qualify our support for the proposal in the following manner: that the proposal be funded as an addendum to the 1977-78 budget request. Established program priorities as defined by the State and through local needs assessments account for all funds previously requested in the 1977-78 budget.

Thirdly, I suggest areas of concern which must be discussed. Although insignificant at this preliminary planning stage, the following are matters which Drs. Edinger and Huting and myself must discuss when and if the proposal is approved: salary rate to coincide with present salaries of health department employees and 0-3 Project staff; specific administrative processes to assure fairness between Child Development Specialist and other health department employees and 0-3 project personnel.

In summary, it is felt that through coordinated efforts, the services provided by the present 0-3 Project could continue in McDonough County with support through county funds. I support the need for the continuation of these services.

Sincerely,


Randall R. Haut
Administrator

RRH:dh

EAST CENTRAL ILLINOIS SPECIAL EDUCATION COOPERATIVE

208 South Johnson Street

Macomb, Illinois 61455

309/837-3911

January 28, 1978

TO: Zero to Three Committee
FM: Jim Dyk
SUBJ: DRAFT ONE of Coordination Paper
Statistics concerning Zero-Three

Attached you will find a draft copy of the organizational pattern as discussed previously. The editors have submitted their input.

Also attached is the assignment given to provide statistics relevant to the incidence of families in need of the projected services you are in the process of designing for eleven counties.

I hope this provides all of us with the opportunity to work at developing a pattern of services.

See you at 7:30, January 31, 1978, Galesburg Mental Health Center Administration Offices.

Jb:jd

County	Agencies Now Serving 0-3	Children Now Served	Personnel Now Serving Children	Total Projected 0-3 Handicapped Population	Estimated Unserved	People Needed To Serve	1978-79 Unfunded Personnel Re- quirements
Donough	WIA WIU	29	2	36	7	1/2	2 1/2
Concock	WIA WIU	25	2	24	0	0	2
Hilton	WIA WIU	23	1 1/2	42	19	1 1/4	2 3/4
Shuyler	WIA	3	1/2	7	4	1/4	3/4
Anderson	WIA Warren	8	3/5	8	0	0	1/2
Hox	Warren	16	1/2	62	46	3	3
Warren	Warren	7	2/5	22	15	1	1
Henry	H.S. Spec.Ed. Easter Seals	6	1/5	50	44	3	3
Clark	H.S. Spec.Ed.	3	1/5	7	4	1/4	1/2
Rock Island	Blackhawk Sp. Ed. Opp. Center Easter Seals	16	2 1/2	181	165	10	11
Mercer	Blackhawk Sp. Ed. Opp. Center Warren Easter Seals	10	2	18	8	1/2	1
TOTALS		146	13	458	312	20	27 1/2
465							466

Chart #2: Handicapped Birth to Three Children & Degree of Handicapping Condition

County	No. Now Served	Mildly Handicapped	Moderately Handicapped	Severely Handicapped
ough	29	15	11	3
ck	25	8	14	3
n	23	9	8	6
ler	3	1	1	1
rson	8	4	3	1
	16	11	1	4
n	7	2	2	3
	6	2	3	1
	3	2	1	0
Island 457	16	4	9	3
r	10	2	3	5
TOTAL	146	60	56	30

458

ZERO - THREE SERVICES

DRAFT PROPOSAL ONE

I. PURPOSE:

To provide services to the total family of children identified as Developmentally Disabled within the Department of Mental Health rules and/or "high risk" as potentially eligible for public school services within Article 14 of the Illinois School Code.

II. TERRITORY:

The Boundaries are those scribed by the Illinois Office of Education in the definition of regional services through the organization called the Western Illinois Association, and defined by the Department of Mental Health as Region 1B, and as necessary DMH Region 3A.

III. MEMBERSHIP:

Those programs which partially or fully utilize resources which are a result of legislation related to or are directly available through either the Department of Mental Health and its local agents or the Illinois Office of Education and its local agents shall be members. Programs which are funded by other sources may be members.

IV. DEFINITIONS:

PROVIDER AGENCY: That agency which receives fiscal resources for the direct provision of services to families and children.

COORDINATING AGENCY: That agency which receives fiscal resources for the coordination of services available from Provider Agencies.

ADVISORY COMMITTEE: That committee of members which serves in an overall coordinating and communications forum, and receives no fiscal resources.

V. RESPONSIBILITIES:

PROVIDER AGENCY: The provider agency shall be responsible to:

1. provide administrative services for direct service staff, or,
establish a system with the "Coordinating Agency" for the provision of direct service staff.
2. provide fiscal support as necessary for the provision of coordinating services.
3. budget for program costs insuring that:
 - * proper fiscal supporting agencies are appraised
 - * the Advisory Committee is appraised
4. plan for services to be provided to all children and families who are in need within their designated area and,
implement services for new referrals within sixty days of referral.

this clause is pro-
to identify the link-
necessary to best meet
families needs.

clause is provided
sure that the link-
are available when
and that the lia-
encies understand
role and expect to
d in that role.

5. identify to staff, coordinator and advisory committee liason agencies or services which will be utilized to provide total family and child programmatic support, and, enter into formal agreements with the liason agencies on forms developed by the Advisory Committee.
6. to provide for within contractual arrangements with staff the allegiance to the coordinator and the laedership model.

COORDINATING AGENCY:

1. to provide leadership for direct service staff in the development of:
 - *diagnostic processes and patterns
 - *curriculum development
 - *Individual Educational Plan development for children and families
 - *central referral source for direct service staff as related to liason services
2. to provide assistance to Provider Agencies in the development of:
 - *an identifiable intake referral process,
 - *an identifiable placement process,
 - *an annual plan of services which includes rough data relevant to: (1) needs assessment; (2) supplies and materials; and, budgetary support data,
 - *an identifiable accountability set

this is intended
Identify who applies
grants other than the
ary support sources
IOE for State share.
1-142, or HEW....)

3. to identify and assist or apply for resources
from other potential providers

*inservice

*new money

*supportive services

3.1 other potential providers must identify:

*who will be served

*what is the objective of participation

*when the service is available

*where the service will be provided

*why the service is needed

*how the service will benefit and be supported

and,

*limitations the provider may place upon the

0-3 effort.

3.2 The Advisory Committee shall have final
approval over such liason relationships.

VI. GOVERNANCE:

A. Provider Agencies shall be governed by the Articles
and/or rules established by that agency.

B. Coordinating Agency shall be governed by the Articles
established by that agency.

1. the Coordinating Agency shall receive regular pro-
gress reports from the coordinator and shall disem-
inate such reports to provider agencies

2. the Coordinating Agency shall provide monthly, a
financial report relevant to the coordinator

3. shall maintain and send minutes of coordinating
counsel.

C. The Advisory Committee shall be governed by these
articles and shall receive regular reports from pro-
vider agencies.

1. shall have membership of one board member
from each provider agency

2. shall be chaired by the representative from
the coordinating agency

3. shall meet at least quarterly

4. shall recommend employment status of coordin-
ator to the coordinating agency

5. shall approve and monitor liason relationships

6. shall be governed by Robert's Rules of Order

7. shall not receive or spend funds.

Super! How great thou art
Polly.

McDONOUGH COUNTY COUNCIL
FOR CHILD DEVELOPMENT
WEE CARE CENTER
Macomb, Ill. 61455

June, 1978

The Wee Care Center could utilize the services of the Macomb 0-3 Regional Project, preferably on a weekly basis in order to assess the needs of specific children, assist the staff in the implementation of a program for these children, and provide specialized activities to further enhance their development.

We currently have two children participating in the program and we also have a few children who could benefit by more individualized attention in the following areas:

- increasing attention span
- fine motor coordination
- language skills
- speech therapy
- behavior modification

Title XX
Request for Physical Therapy Service for McDonough County

Provider Information

McDonough County Rehabilitation Center
900 South Grant Street
Macomb, Illinois 61455

McDonough County is the primary service catchment area.

James H. Starnes, Director, is the contact person and may be reached at McDonough County Rehabilitation Center. The number is (309) 837-4876.

Service Description

McDonough County has very limited resources for physical therapy for the developmentally disabled, culturally disadvantaged, economically and medically deprived children and adults. Five agencies providing service in McDonough County are very aware of these current needs and are cooperating to alleviate this service gap. The five agencies are: McDonough County Rehabilitation Center (MCRC), providing adult social and rehabilitation services and day services for children with special needs 0 to 3 years old; Wee Care Day Center (WCDC), providing day training for children that are economically disadvantaged, culturally deprived, and developmentally delayed; Macomb 0-3 Regional Project of Western Illinois University, providing professional training and consultation for infants at risk aged 0 to 3 years; United Cerebral Palsy, providing supportive and diagnostic services to developmentally delayed and disabled; McDonough County United Way, providing funding for match for this project through two participating member agencies, United Cerebral Palsy and WCDC (see attached letter).

The services will be provided in the two primary care agencies--WCDC and MCRC, by the provider agency, MCRC. WCDC will receive 12 units per week of services by a Registered Physical Therapist. A unit of service will consist of 20 minutes of therapy or diagnosis and 10 minutes of charting, prescribing, and planning services. WCDC will also receive 20 units per week of child development time. A unit of child development will consist of a degreed Early Childhood Specialist working with the child for 40 minutes of treatment, manipulation, diagnosis, and therapy, and 20 minutes of case planning, charting, and contact with parents and siblings. Equipment for therapy is also part of this proposal. The equipment will include, but not be limited to, mats, bars, scooter boards, mirrors, vibrators, balls, ramp, cylinders, and balancing disks.

MCRC will receive 58 units per week of services by a Registered Physical Therapist (a unit is the same as above). Equipment for therapy is also included in this proposal. The equipment will differ from that above because much of it will

be designed for adults rather than children. Equipment components will include, but not be limited to, mats, parallel bars, step stairs, balance beam, weights, climbing stools, barrel tunnel, mirrors, and exercise equipment.

Clientele Served

All persons served will be from McDonough County. Services will be offered primarily in the MCRC and WCDC facilities located in Macomb. MCRC has a transportation system that covers the entire county daily to bring developmentally disabled persons to the Macomb facility. For the 0 to 3 populations, physical therapy services may be provided in the home if need demands.

	<u>Numbers of Individuals</u>	
	<u>At a given time</u>	<u>Unduplicated per year</u>
McDonough County Rehabilitation Center		
adult rehabilitation	60	85
0-3 special needs	18	28
Wee Care Day Center		
children 2-6 special needs	35	47
(Waiting list approximately 25--serves public assistance housing project)		
TOTAL	<u>113</u>	<u>160</u>

Under group eligibility, all persons would be eligible for Title XX services.

Cost of Service (all units described in service sections)

WCDC - 12 units of Registered Physical therapy service/week at \$4.81 per unit or \$57.72/week or	\$ 3,000 annually
20 units of child developmental specialist service/week at \$5.77 per unit or \$115.40/week or	6,000 annually
equipment	1,000
WCDC subtotal	<u>\$ 10,000</u>
MCRC - 58 units of Registered Physical therapy service/week at \$4.81 per unit or \$278.98/week or	\$ 14,500 annually
equipment	1,500
MCRC subtotal	<u>\$ 16,000</u>
GRAND TOTAL	<u><u>\$ 26,000</u></u>

Budget Summary

Revenue

United Way match funds (25%) from United Cerebral Palsy	\$ 4,000
United Way match funds (25%) from WCDC	2,500
Title XX match (75%)	<u>19,500</u>
	\$ 26,000

Expenses

Equipment	\$ 2,500
Personal Services - Registered Physical Therapist 70 units/week annual cost	14,583
Degreed Early Childhood Specialist 20 units/week annual cost	5,000
Fringe Benefits at 20%	<u>3,917</u>
	\$ 23,500

GRAND TOTAL	<u>\$ 26,000</u>
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McDonough County United Way

1224 MAPLE AVENUE • MACOMB, ILLINOIS 61455 • PHONE 837-9180

June 13, 1978

To Whom It May Concern:

This will confirm that United Cerebral Palsy and Wee Care Center are participating member agencies of McDonough County United Way.

At the present time the Budget and Allocations Committee of this organization has prepared for the approval of our Board of Directors a recommendation for the allocation of a total of \$9,000 to these agencies for the calendar year 1978.

These agencies are now providing very needed services to our community, and if these funds can be used as a base for matching funds under Title III, these services could be considerably expanded.

Sincerely,

Jerry R. Custer
Jerry R. Custer,
President

cd

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Wee Care Day Care Center • Catholic Social Service • Red Cross
Boy Scouts • Cerebral Palsy • Girl Scouts • McDonough County Blood Bank • Salvation Army • Y.M.C.A.
McDonough County Senior Citizens Association

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AREA EDUCATION AGENCY 16

305 Avenue F

Fort Madison, Iowa 52627

319-372-4821

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Educational Services

February 8, 1978

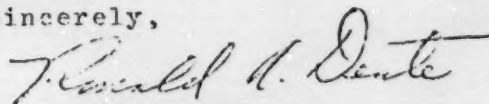
Patricia L. Hutinger, Ed.D. Director
Macomb 0-3 Regional Project
27 Horrabin Hall
Western Illinois University
Macomb, Illinois 61455

Dear Ms. Hutinger:

On Monday, February 6, 1978, Ms. McKee and Ms. Eiler from the Macomb 0-3 Regional Project came to talk to our agency about this project. I would like to express our thanks for their presentation of the project; it was very enlightening. Within our agency there has been discussion of similar project ideas to benefit the pre-school population. As one of the Area Education Agencies in the state of Iowa, we would be interested in securing more information.

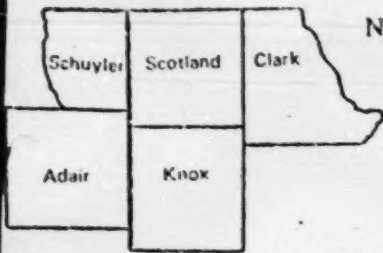
We will be contacting Ms. McKee to obtain the information needed in regard to a homebase project.

Sincerely,



Ronald A. Dente, Ph.D.
Ass't. Director of Special Education

RAD:dlk



Northeast Missouri Community Action Agency

HEAD START

Kirkville, Missouri 63501

Phone: 816: 665-5791
P. O. Box 675
110 South Main Street

February 16, 1978

Dr. Patricia Hutingger
Macomb C-3 Regional Project
27 Herrabin Hall
Western Illinois University
Macomb, Illinois 61445

Dear Dr. Hutingger:

This letter is written to indicate our agencies need for additional supportive services from your C-3 project.

It is my understanding that at the present time, an additional three year proposal is being written to the Bureau of Education for the Handicapped. In the event that this proposal is funded, our agency would like to request the following from your program:

One to two day workshop on the sharing centers for the home base teacher, education specialist, parent involvement specialist and any other staff that would benefit from this workshop.

On-site visit for the proper utilization of materials presented.

I believe that our home based program closely resembles the C-3 project when dealing with grouping parents and children together on a regular basis. However, in the past this has been a weak area in our agency and it is my opinion that additional training from your staff would benefit our families and staff.

Best of luck with your proposal.

Sincerely,

Pam LaFrenz

Pam LaFrenz
Parent Involvement Specialist

PL/ln

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